



Content Area: ELA

Grade Level: 4th

Curriculum Map/Scope & Sequence (2021)

<u>Unit Name/Time Period</u>	<u>BIG Ideas/Skills</u>	<u>IL Priority Learning Standards</u>	<u>I CAN Statements</u>	<u>Assessments</u>
August September	<ul style="list-style-type: none"> ● Main Idea and Details ● Summarizing ● Theme ● Vocabulary ● Spelling ● Punctuation ● Capitalization ● Sentence Structure 	<p style="text-align: center;">RL.4.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in a text; summarize the text.</p> <p style="text-align: center;">RI.4.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p style="text-align: center;">L4.4 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p style="text-align: center;">L.4.3 Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.</p> <p style="text-align: center;">L.4.2 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.</p>	<p>I can determine the theme of a story, drama, or poem from details in the text and summarize it.</p> <p>I can determine the main idea of a text and explain how it is supported by details and summarize it.</p> <p>I can use context clues to understand a meaning of a new word</p> <p>I can choose appropriate words and phrases to express my ideas clearly.</p> <p>I can spell grade level words correctly and use a spelling reference when needed.</p> <p>I can produce complete sentences.</p> <p>I can use punctuation for effect.</p> <p>I can use a comma before a coordinating conjunction in a compound sentence.</p> <p>I can identify the writing style that best fits my task, purpose, and audience.</p> <p>I can use organizational structures to develop my writing ideas.</p> <p>I can compose a clear and logical piece of writing that demonstrates my</p>	<ul style="list-style-type: none"> ● Tests/Quizzes ● Writing Responses ● Project Work ● Freckle ● Participation and Presentations ● DOL ● Typing agent work ● Reading notebooks ● Google projects

		<p style="text-align: center;">CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p style="text-align: center;">L.4.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p style="text-align: center;">W.4.4 Production and Distribution of Writing:</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p style="text-align: center;">W.4.5 Production and Distribution of Writing:</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4)</p> <p style="text-align: center;">W.4.6 Technology and Keyboarding (ongoing all year)</p> <p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p style="text-align: center;">W.4.9 Research to Build and Present Knowledge:</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]. b. Apply grade 4 Reading standards to informational texts (e/g/ “Explain how an author uses reasons and evidence to support particular points in a text”). 	<p>understanding of a specific writing style.</p> <p>When someone helps me:</p> <ul style="list-style-type: none"> ● I can use prewriting strategies to formulate ideas. ● I can recognize that a well-developed piece of writing requires more than one draft. ● I can apply revision strategies ● I can edit my writing by checking for errors in grammar, spelling, punctuation, capitalization, etc. ● I can prepare develop and strengthen my writing by planning, revising, and editing. <p>I can define textual evidence.</p> <p>I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>I can create a clear, developed piece of writing for different purposes or audiences.</p> <p>I can plan, revise, and edit my writing with the help of my peers and teacher.</p> <p>I can use keyboarding skills to type a page of writing in a single sitting.</p> <p>I can gather evidence from my reading to support my writing.</p> <p>I can explain how an author uses reasons and evidence to support points in a text.</p> <p>I can write with stamina for different tasks, purposes, and audiences.</p>	
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October	<ul style="list-style-type: none"> ● Inferring using supporting details ● affixes/roots 	<p style="text-align: center;">RL.4.1 Key Ideas and Details:</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p style="text-align: center;">RI.4.1 Key Ideas and Details:</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p style="text-align: center;">L4.4 Vocabulary Acquisition and Use</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.4.B</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p style="text-align: center;">W.4.3 Narrative Writing</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>I can refer to details and examples in a text when explaining and making inferences.</p> <p>I can refer to details and examples when explaining what the text says when drawing inferences from it</p> <p>I can understand words with suffixes and prefixes added to them.</p> <p>I can write narratives using effective technique, details, and clear event sequences</p> <ul style="list-style-type: none"> ● Establish a situation, introduce a narrator and/or characters, and organize events ● Use dialogue and description to develop experiences, events and character responses. ● Use transitional words and phrases to manage event sequences. ● Provide a conclusion that follows narrated experiences or events. 	<ul style="list-style-type: none"> ● Tests/Quizzes ● Writing Responses ● Project Work ● Freckle ● Participation and Presentations ● DOL ● Typing agent work ● Reading notebooks ● Google projects

November	<ul style="list-style-type: none"> ● Story Elements ● Pronouns ● Reference Materials 	<p style="text-align: center;">RL.4.3 Key Ideas and Details:</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (ex. Character's thoughts, words, or actions.)</p> <p style="text-align: center;">RI.4.3 Key Ideas and Details:</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why, based on specific information in the text.</p> <p style="text-align: center;">L.4.1 Conventions of Standard English</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.1.A</p> <p>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p style="text-align: center;">L4.4 Vocabulary Acquisition and Use</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.4.C</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p style="text-align: center;">W.4.1 Opinion Writing</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) Provide a concluding statement or section related to the opinion presented. 	<p>I can describe depth a character, setting, or event in a story or drama, drawing on details of a text.</p> <p>I can tell events, procedures, and concepts in a historical, scientific, or technical text, including what happened and why.</p> <p>I can use relative pronouns to join clauses together</p> <p>I can use dictionaries or the Internet to find meanings of words and phrases.</p> <p>I can write opinion pieces on topics and texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> ● Introduce a topic, state an opinion, and create a structure that supports my purpose. ● I can provide reasons that are supported by facts and details. ● Link opinions and reason using words and phrases. ● I can provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> ● Tests/Quizzes ● Writing Responses ● Project Work ● Freckle ● Participation and Presentations ● DOL ● Typing agent work ● Reading notebooks ● Google projects
December	<ul style="list-style-type: none"> ● Vocabulary ● Dialogue ● Figurative Language ● Multiple Meaning 	<p style="text-align: center;">RI 4.4 Vocabulary</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in the mythology (e.g., Herculean).</p> <p style="text-align: center;">RL 4.4 Vocabulary</p>	<p>I can make meaning of words and phrases, when reading about characters in a myth, by using clues found within the story.</p> <p>I can use various strategies to</p>	<ul style="list-style-type: none"> ● Tests/Quizzes ● Writing Responses ● Project Work ● Freckle ● Participation

	<p>Words</p> <ul style="list-style-type: none"> Word Meaning in Context/Domain Specific Words 	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p style="text-align: center;">L.4.1 Conventions of Standard English</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.1.B</p> <p>Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.1.C</p> <p>Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions.</p> <p style="text-align: center;">L.4.2 Conventions of Standard English</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.2.B</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p style="text-align: center;">L.4.4 Vocabulary Acquisition and Use</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p style="text-align: center;">L.4.5 Vocabulary Acquisition and Use</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.5.A</p> <p>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.5.B</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p style="text-align: center;">W.4.1 Opinion Writing</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. 	<p>determine the meaning of words and phrases.</p> <p>I can recognize words in a text that allude to characters found in mythology and use my knowledge of mythology to determine meaning.</p> <p>I can form and use progressive verb tenses.</p> <p>I can use modal auxiliaries (ex. can, may, must, etc.) to convey various conditions.</p> <p>I can correctly use commas and quotation marks to show when someone is talking.</p> <p>I can determine and clarify the meaning of unknown, and multiple meaning words.</p> <p>I can write opinion pieces on topics and texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> I can introduce a topic, state an opinion, and create a structure that supports my purpose. I can provide reasons that are supported by facts and details. Link opinions and reason using words and phrases. I can provide a concluding statement or section related to the opinion presented. 	<p>and Presentations</p> <ul style="list-style-type: none"> DOL Typing agent work Reading notebooks Google projects
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		<p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>		
January	<ul style="list-style-type: none"> • Structure of poems/drama • Non-fiction text structure • Point of view • Homonyms • Word Choice 	<p>RL.4.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (ex. Verse, rhythm, meter) and drama (ex. Casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI.4.5 Craft and Structure: Describe the overall structure (ex. chronology, comparison, cause/effect, problem/solution) or events, ideas, concepts or information in a text or part of a text.</p> <p>RL.4.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI.4.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>L.4.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>L.4.3 Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. CSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely</p> <p>L. 4.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being</p>	<p>I can explain differences between poems, drama, and poems, and refer to the structural elements of text.</p> <p>I can describe the overall structure or events, ideas, concepts, or information in a text or part of a text.</p> <p>I can compare and contrast the point of view from which different stories are narrated.</p> <p>I can compare and contrast a first and secondhand account of an event.</p> <p>I can correctly use frequently confused words (to, too, two, their, there, they're)</p> <p>I can choose words and phrases to convey ideas precisely.</p> <p>I can build my vocabulary of grade-level, and subject words.</p> <p>I can use these words to communicate descriptively about particular topics.</p> <p>I can conduct a research project to build knowledge about a topic.</p> <p>I can research to find information, take notes, and organize the information.</p>	<ul style="list-style-type: none"> • Tests/Quizzes • Writing Responses • Project Work • Freckle • Participation and Presentations • DOL • Typing agent work • Reading notebooks • Google projects

		<p>(e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>W.4.7 Research Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>W.4.8 Taking Notes and Categorizing Information Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p>		
February	<ul style="list-style-type: none"> • First and secondhand accounts • Text to text comparison/integration • Prepositions/prepositional phrases 	<p>RL.4.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (ex. Opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>RI.4.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>L.4.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.</p> <p>W.4.2 Informative/Explanatory Writing Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	<p>I can compare and contrast themes, topics, and events in stories, myths, and literature from various cultures.</p> <p>I can integrate information from two texts in order to write or speak about the subject.</p> <p>I can form and use prepositional phrases.</p> <p>I can write clearly to inform and explain my ideas.</p> <ul style="list-style-type: none"> • I can write on a topic and group the information into paragraphs with illustrations and multimedia. • I can use facts, definitions, details, and quotations to develop the topic. • I can use transitional words or phrases to connect ideas in my writing. • I can use precise language and vocabulary to explain a topic. • I can provide a concluding statement or section. 	<ul style="list-style-type: none"> • Tests/Quizzes • Writing Responses • Project Work • Freckle • Participation and Presentations • DOL • Typing agent work • Reading notebooks • Google projects
March	<ul style="list-style-type: none"> • Main Idea and 	<p>RL.4.2 Key Ideas and Details:</p>	<p>I can determine the theme of a story,</p>	<ul style="list-style-type: none"> • Tests/Quizzes

	<ul style="list-style-type: none"> ● Details ● Summarizing ● Theme ● Adjectives ● Antonyms/Synonyms 	<p>Determine a theme of a story, drama, or poem from details in a text; summarize the text.</p> <p style="text-align: center;">RI.4.2 Key Ideas and Details:</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p style="text-align: center;">L.4.1 Conventions of Standard English</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.1.D</p> <p>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p style="text-align: center;">L4.5 Vocabulary Acquisition and Use</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.4.5.C</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p style="text-align: center;">W.4.2 Informative/Explanatory Writing</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> f. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. g. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. h. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). i. Use precise language and domain specific vocabulary to inform about or explain the topic. j. Provide a concluding statement or section related to the information or explanation presented. 	<p>drama, or poem from details in the text and summarize it.</p> <p>I can determine the main idea of a text and explain how it is supported by details and summarize it.</p> <p>I can correctly use lists of adjectives when describing a noun when I speak or in my writing.</p> <p>I can explain the difference between synonyms and antonyms.</p> <p>I can write clearly to inform and explain my ideas.</p> <ul style="list-style-type: none"> ● I can write on a topic and group the information into paragraphs with illustrations and multimedia. ● I can use facts, definitions, details, and quotations to develop the topic. ● I can use transitional words or phrases to connect ideas in my writing. ● I can use precise language and vocabulary to explain a topic. ● I can provide a concluding statement or section. 	<ul style="list-style-type: none"> ● Writing Responses ● Project Work ● Freckle ● Participation and Presentations ● DOL ● Typing agent work ● Reading notebooks ● Google projects
April	<ul style="list-style-type: none"> ● Making text come to life via various media 	<p style="text-align: center;">RL.4.7 Integration of Knowledge and Ideas:</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identify where each</p>	<p>I can make connections between the text of a story or drama and a visual or oral presentation of the text.</p>	<ul style="list-style-type: none"> ● Tests/Quizzes ● Writing Responses

	<ul style="list-style-type: none"> forms Text features add to understanding formal/informal communication 	<p>version reflects specific descriptions and directions in the text.</p> <p>RI.4.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (ex. In charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>L.4.3 Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>W.4.6 Technology and Keyboarding (in combination with review of previously taught standards)</p> <p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>I can interpret information presented in different ways and tell how the information adds to understanding.</p> <p>I can figure out when I need to use formal speech and when to use informal speech.</p> <p>I can use technology to produce and publish writing to share my ideas.</p> <p>I can use keyboarding skills to type a page of writing in a single sitting.</p>	<ul style="list-style-type: none"> Project Work Freckle Participation and Presentations DOL Typing agent work Reading notebooks Google projects
May	<ul style="list-style-type: none"> Author's support Grade Level Vocabulary 	<p>RI 4.8 Reasons and Evidence: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>L. 4.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>W.4.6 Technology and Keyboarding (in combination with review of previously taught standards)</p> <p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of</p>	<p>I can locate the reasons and evidence used to support particular points in a text</p> <p>I can explain how the reasons and evidence support the particular points in a text.</p> <p>I can build my vocabulary of grade-level, and subject words.</p> <p>I can use these words to communicate descriptively about particular topics.</p> <p>I can use technology to produce and publish writing to share my ideas.</p> <p>I can use keyboarding skills to type a page of writing in a single sitting.</p>	<ul style="list-style-type: none"> Tests/Quizzes Writing Responses Project Work Freckle Participation and Presentations DOL Typing agent work Reading notebooks Google projects

		one page in a single sitting.		
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