



Standards Map (Massachusetts)

4th grade

The ThinkGive curriculum has been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies as well as the Common Core English Language Arts Standards. Utilization and adoption of the Common Core standards and SEL competencies vary by state. Teachers can use this resource to align each ThinkGive lesson to state standards.

CASEL

Common Core

SELF-AWARENESS

Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence
Self-efficacy

ThinkGive classroom discussions as well as the online recording / reflecting / blogging components promote connection to a variety of ELA standards.

Speaking & Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SELF-MANAGEMENT

Self-discipline
Self-motivation
Goal setting

SOCIAL AWARENESS

Perspective-taking
Empathy
Appreciating diversity
Respect for others

RELATIONSHIP SKILLS

Communication
Social engagement
Relationship building
Teamwork

RESPONSIBLE DECISION- MAKING

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

Common Core (cont'd)

Language

Conventions of Standard English

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.



In addition, the ThinkGive curriculum has been mapped to the Massachusetts Curriculum Framework for English Language Arts and Literacy Standards, and the Massachusetts Curriculum Framework for Digital Literacy and Computer Science.

Massachusetts Curriculum Framework for English Language Arts + Literacy

Writing | Text Types and Purposes

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2.e Provide a concluding statement or section related to the information or explanation presented.

Writing | Production and Distribution of Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 Develop and strengthen writing as needed by planning, revising, and editing.

W.4.5.a Demonstrate command of standard English conventions

W.4.5.b Demonstrate the ability to use general academic and domain-specific vocabulary

Massachusetts Curriculum Framework for Digital Literacy + Computer Science

These standards are directly addressed through the web-based recording of gifts, responding and reacting to others' gifts, and use of the blog.

Collaboration and Communication [3-5.DTC.b]

1. Communicate key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using digital tools and media-rich resources.
2. Collaborate through online digital tools under teacher supervision.

Massachusetts Curriculum Framework for English Language Arts + Literacy (cont'd)

W.4.5.b Demonstrate the ability to use general academic and domain-specific vocabulary appropriately

W.4.6 Use technology, including current web-based communication platforms, 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.

Speaking and Listening | Comprehension and Collaboration

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Speaking and Listening | Presentation of Knowledge and Ideas

SL.4.4 Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Massachusetts Curriculum Framework for English Language Arts + Literacy (cont'd)

Language | Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

L.4.1.a Sentence Structure and Meaning - Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.

L.4.1.b Sentence Structure and Meaning - Correctly use frequently confused words (e.g., there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language | Knowledge of Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.