



**We designed Scribfolio™ with these 4th Grade
Common Core Standards in mind.**

WRITING

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.5

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 here.)

CCSS.ELA-LITERACY.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

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.4.4

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.

LANGUAGE

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.4.3

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

Common Core Standards cont...

THEATRE

Creating

TH:Cr1.1.4 – Envision/Concpetualize

- a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

TH:Cr2-4 – Develop

- a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.
- b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

TH:Cr3.1.4 – Rehearse

- a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.
- b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.

Performing

TH:Pr4.1.4 – Select

- b. Make physical choices to develop a character in a drama/theatre work.

TH:Pr5.1.4 – Prepare

- a. Practice selected exercises that can be used in a group setting for drama/theatre work.

TH:Pr6.1.4 – Share, Present

- a. Share small-group drama/theatre work, with peers as audience.

Responding

TH:Re8.1.4 – Interpret

- b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.

TH:Re9.1.4 – Evaluate

- c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.

Connecting

TH:Cn.11.1.4 – Interrelate

- a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

ART

Creating

Investigate – Plan – Make

VA:Cr.1.2.4a - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

VA:Cr.2.1.4a - Explore and invent art-making techniques and approaches.

Responding/Analyze

VA:Re8.1.4a - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.