

ELA Pacing Guide

2020-2021

4th Grade



The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson ReadyGEN, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

AzM2 ELA Blueprint 2016 Standards

Grades 3-5 Reporting Category	Min.	Max.
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
<i>Reading for Informational Text</i>	26%	22%
<i>Listening Comprehension</i>	0%	13%
Writing and Language	26%	38%
<i>Writing</i>	13%	19%
<i>Language</i>	13%	19%

In Grades 3-5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in ReadyGEN Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within ReadyGen curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzM2 content limits and task demands.

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Glendale Elementary School District's 3-5 Balanced Literacy Framework (160 Minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes: phonological awareness, phonics, comprehension, vocabulary, and fluency instruction in order to develop independent readers and writers.

	Teacher Actions	Student Actions	Resources Utilized
<p style="text-align: center;">Word Study/ Reading Foundational Skills (15-20 Minutes)</p> <p><i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</i></p>	<ul style="list-style-type: none"> • Phonograms • Segmenting • Decoding • Blending • Sight Words • Syllable Rules and Patterns • Morphology • Specific and Immediate Feedback 	<ul style="list-style-type: none"> • Apply phonograms in order to decode and read words fluently • Write words using knowledge of phonograms, syllable patterns, and morphology • Identify, sort, divide, and read multi-syllabic words • Read sight words fluently • Use feedback to set goals for improvement • Determine the meaning of unknown words and phrases using knowledge of word parts 	<ul style="list-style-type: none"> • Pearson ReadyGEN • GESD Phonics Continuum
<p style="text-align: center;">Whole Group Instruction/ Launch Lesson (20 Minutes)</p> <p><i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning through the application of comprehension skills.</i></p>	<ul style="list-style-type: none"> • Expose students to text above grade-level • Model close reading and comprehension strategies, including rereading the text for multiple purposes • Demonstrate proficient and fluent reading • Model fix-up reading strategies • Expose students to a variety of genres • Model the use of context clues to determine the meaning of unknown words 	<ul style="list-style-type: none"> • Utilize comprehension strategies while reading • Ask and answer questions while reading and explain strategies used to understand a text • Read (or listen to) a wide variety of text types • Utilize a variety of strategies (context clues, picture clues) to determine meaning of words • Closely read and annotate text, including rereading for different purposes • Practice fluent reading through multiple readings of a variety of texts 	<ul style="list-style-type: none"> • Pearson ReadyGEN • Appendix B • Essential Literature • E-Books
<p style="text-align: center;">Guided Reading (60-80 Minutes)</p> <p><i>Purpose: Small group instruction provides individualized targeted support for students based on instructional reading levels as well as student strategy and skill needs. Every small group meets with the teacher every day.</i></p>	<ul style="list-style-type: none"> • Identify instructional and independent reading levels through running records and informal assessments • Plan explicit lessons for grouped students at their instructional level • Prompt and reinforce reading behaviors during guided reading • Expose students to a variety of genres • Model, guide, and reinforce good reading behaviors and strategies 	<ul style="list-style-type: none"> • Read increasingly challenging text with fluency, accuracy, and understanding • Monitor comprehension and utilize strategies to increase understanding • Read and respond to a wide range of text • Build reading stamina • Extend application of skills and strategies during independent reading 	<ul style="list-style-type: none"> • Pearson ReadyGEN • 95% Group • Guided Reading Bookroom • Jan Richardson Lesson Plans • Rigby-Running Record
<p style="text-align: center;">Writing (40 Minutes)</p> <p><i>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strengthen writing specific to each genre.</i></p>	<ul style="list-style-type: none"> • Handwriting Instruction • Model proficient writing across multiple genres • Model the writing process, including selecting the appropriate Thinking Map for genre and purpose • Facilitate shared and guided writing practice • Confer with students to provide feedback on a writing piece and set goals • Extend literary analysis to writing for a specific task and purpose • Model how to cite and paraphrase textual evidence 	<ul style="list-style-type: none"> • Connect reading textual analysis by responding in writing using text evidence • Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose • Write increasingly complex and connected sentences using varied sentence structure • Participate in the writing process, including collaborating with others • Present writing in small group and whole class presentations • Participate in writing conferences and set goals to monitor learning 	<ul style="list-style-type: none"> • PAF Writing Instructions • Thinking Maps • Write from the Beginning • Pearson ReadyGEN

Year Long Standards

Range of Reading Levels and text Complexity

- 4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
- 4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

Range of Writing

- 4.W.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.

Range of Reading Staircase to Complexity

4th-5th Grade Lexile Range: 740-1010

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 (Unit 1)	Quarter 2 (Unit 2)	Quarter 3 (Unit 3)	Quarter 4 (Unit 4)
Reading Foundational Skills				
4.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. 4.RF.3a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.	<ul style="list-style-type: none"> ○ Identify the smaller words that make up compound words. ○ Read and determine the meaning of compound words using their smaller words. ○ Decode and read compound words. 	<ul style="list-style-type: none"> ○ Identify the smaller words that make up compound words. ○ Decode and read compound words. ○ Identify unknown words. ○ Decode and read unknown words. ○ Decode and read related words. 	<ul style="list-style-type: none"> ○ Identify unknown words. ○ Decode and read unknown words. ○ Decode and read related words. 	<ul style="list-style-type: none"> ○ Identify the base words in related words. ○ Decode and read related words. ○ Identify homographs. ○ Decode and read homographs. ○ Decode and read related words.
4.RF.3b Apply knowledge of the six syllable patterns to read grade-level words accurately.	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le
4.RF.3c Use combined knowledge of morphology (e.g., roots and affixes) to read grade-level words accurately.	<ul style="list-style-type: none"> ○ Identify the base words in words with the endings: <ul style="list-style-type: none"> ● -ed, -ing ● -er, -est ○ Decode and read words with the endings: <ul style="list-style-type: none"> ● -ed, -ing 	<ul style="list-style-type: none"> ○ Use knowledge of roots to read accurately unfamiliar multisyllabic words. ○ Identify the base words in words with the Latin prefixes dis-, re-, non-. ○ Add the Latin prefixes dis-, re-, 	<ul style="list-style-type: none"> ○ Identify the base words in words with suffixes -ian, -ist, -ism. ○ Add the suffixes -ian, -ist, -ism to base words. ○ Decode and read words with the suffixes -ian, -ist, -ism. 	<ul style="list-style-type: none"> ○ Identify the base words in words with the suffix –ion. ○ Add the suffix –ion to base words. ○ Decode and read words with the suffix –ion. ○ Identify words that come into

	<ul style="list-style-type: none"> • -er, -est ○ Add the endings –ed, -ing, to verbs ○ Add the endings –er, -est to adjectives ○ Identify the base words in words with the suffixes: <ul style="list-style-type: none"> • -or, -er • -ist, -ive, -ness ○ Decode and read words with the suffixes <ul style="list-style-type: none"> • -or, -er • -ist, -ive, -ness ○ Add the suffixes –or, -er to verbs ○ Add the suffixes -ist, -ive, -ness to base words ○ Identify the base words in words with the prefix –un, -in ○ Add the prefixes –un, -in to base words ○ Decode and read words with the prefixes –un, -in 	<p>non- to words.</p> <ul style="list-style-type: none"> ○ Decode and read words with Latin prefixes dis-, re-, non-. ○ Identify the base words in words with the suffix –ly. ○ Add the suffix –ly to verbs. ○ Decode and read words with the suffix –ly. ○ Identify words from Latin. ○ Read and decode words from Latin. ○ Identify words with Greek roots. ○ Identify the base word in related words. ○ Identify the Latin roots struct, scrib, and scrip in words. ○ Decode and read words with the Latin roots struct, scrib, scrip. 	<ul style="list-style-type: none"> ○ Identify Latin roots aqua, dict. ○ Read and determine the meanings of words with Latin roots aqua, dict. ○ Decode and read words with Latin roots aqua, dict. ○ Identify words with Greek and Latin prefixes trans-, tele-. ○ Read and decode words with Greek and Latin prefixes trans-, tele-. ○ Identify words with Greek prefixes amphi-, anti-. ○ Decode and read words with Greek prefixes amphi-, anti-. ○ Identify words that come into English from French. ○ Decode and read words that come from French. ○ Identify the base words in words with suffixes –ous, -able, -ible. ○ Add suffixes –ous, -able, -ible to base words. ○ Decode and read words with the suffixes –ous, -able, -ible. 	<p>English from German.</p> <ul style="list-style-type: none"> ○ Decode and read words that come from German. ○ Identify words with Latin roots: <ul style="list-style-type: none"> • gener, port • dur, ject ○ Read and decode words with Latin roots: <ul style="list-style-type: none"> • gener, port • dur, ject ○ Identify words that came into English from French. ○ Decode and read words that came from French. ○ Identify the base words in related words.
<p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.RF.4a. Read on-level text with purpose and understanding.</p> <p><i>Connects to L.4.b</i></p>	<ul style="list-style-type: none"> ○ Read on level text with purpose and understanding. ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<ul style="list-style-type: none"> ○ Read on level text with purpose and understanding. ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<ul style="list-style-type: none"> ○ Read on level text with purpose and understanding. ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<ul style="list-style-type: none"> ○ Read on level text with purpose and understanding. ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<p>4.RF.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> ○ Read grade-level prose orally and accurately. 	<ul style="list-style-type: none"> ○ Read grade-level prose orally and accurately. 	<ul style="list-style-type: none"> ○ Read grade-level prose orally and accurately. 	<ul style="list-style-type: none"> ○ Read grade-level prose orally and accurately.

<p>4.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ○ Identify words that are synonyms or antonyms. ○ Understand words by relating them to their synonyms and antonyms. ○ Decode and read words that are synonyms and antonyms. 		<ul style="list-style-type: none"> ○ Decode and read multiple-meaning words. ○ Decode and read words that are synonyms or antonyms. 	
<p>Writing Standards: Foundational Skills</p>				
<p>4.WF.1 Demonstrate and apply handwriting skills. 4.WF.1a. Read and write cursive letters, upper and lower case.</p>	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case. 	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case. 	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case. 	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case.
<p>4.WF.1b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.</p>	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly. 	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly. 	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly and fluently. 	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly and fluently.
<p>Reading Standards for Literature</p>				
<p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Connects to 4.SL.2</i> <i>Connects to 4.W.9</i> 4-5:51-I-2: summarize a text including specific details and information.</p>	<ul style="list-style-type: none"> ○ Refer to details and examples in a text when explaining what the text says explicitly. ○ Refer to details in the visuals when explaining what the text says implicitly. 	<ul style="list-style-type: none"> ○ Refer to details and examples when explaining what the text says explicitly, including tall tales. ○ Refer to details and examples when drawing inferences from the text. ○ Refer to details and examples in a text when describing and forming ideas about a character, setting, or event in a story. 	<ul style="list-style-type: none"> ○ Refer to details and examples in a text when drawing inferences from the text explicitly. ○ Refer to details and examples in a text when drawing inferences from the text implicitly. 	<ul style="list-style-type: none"> ○ Refer to details and examples in a text when explaining what the text says, explicitly and when drawing inferences from the text.
<p>4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>Connects to 4.SL.2</i> 4-5:51-I-1: determine main ideas or themes and explain how they are supported by key details.</p>	<ul style="list-style-type: none"> ○ Summarize the text. ○ Determine a theme implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Summarize the text. ○ Determine the theme of a story/poem from details in the text. ○ Analyze a theme of a story. ○ Determine a theme implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Summarize the text. ○ Determine a theme of a story or drama from details in the text. ○ Determine a theme implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Summarize the text. ○ Determine a theme of a story or drama from details in the text.
<p>4.RL.3 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). <i>Connects to 4.SL.2</i> <i>Connects to 4.W.9</i></p>	<ul style="list-style-type: none"> ○ Describe in depth characters, setting, and events in a story using specific details in the text. 	<ul style="list-style-type: none"> ○ Describe in depth setting, events (problem/solution) and characters in a story, drawing on specific details in the text. ○ Interpret details from the text to make an inference about a character, setting, or event. ○ Describe characters' thoughts 	<ul style="list-style-type: none"> ○ Describe in depth a character, setting, or event in a story drawing on specific details in the text. ○ Use details and examples in a text to describe and make inferences about a character. ○ Interpret details from the text 	<ul style="list-style-type: none"> ○ Draw on specific details in a text to describe story elements. ○ Use details and examples in a text to describe and make inferences about a character. ○ Draw on specific details in a text to describe characters and

<p>4-5:S1-I-3: compare and contrast specific details and information in a text.</p>		<p>and words, drawing on specific details in the text.</p> <ul style="list-style-type: none"> Determine/comprehend the motivations of characters in literature. Determine an author’s purpose for including an event or description in a story. 	<p>to make an inference about a character, setting, or event, explicitly and implicitly.</p> <ul style="list-style-type: none"> Draw on specific details in a text to describe story elements. 	<p>events in a story. (e.g., a character’s thoughts, words, or actions).</p> <ul style="list-style-type: none"> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text.
<p>4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.</p> <p>4-5:S2- I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>4-5:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text. Determine the meaning of general academic and domain-specific words. Determine the meaning of words as they are used in a text using context clues. 	<ul style="list-style-type: none"> Determine the meaning of words as they are used in a text. Determine the meaning of general academic and domain-specific words as they are used in a text. Identify and explain sensory details. Refer to details and examples when explaining what a text says. Determine the meaning of words as they are used in a text using context clues. 	<ul style="list-style-type: none"> Determine the meaning of general academic words in a text and use the words accurately. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. Analyze word choices to develop understanding of literary texts. Determine the meaning of words as they are used in a text using context clues. 	<ul style="list-style-type: none"> Decode and read words that came from French. Determine the meaning of general academic, and domain-specific, words in a text and use the words accurately.
<p>4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.</p> <p><i>Connects to 4.SL.4</i></p> <p>4-5:S1-I-1: determine main ideas or themes and explain how they are supported by key details.</p> <p>4-5:S1-I-2: summarize a text including specific details and information.</p> <p>4-5:S1-I-3: compare and contrast specific details and information in</p>		<ul style="list-style-type: none"> Contrast two or more literary texts to analyze how structure affects their meaning. 	<ul style="list-style-type: none"> Refer to the structural elements of poems (e.g., verse) when writing about a text. Refer to the structural elements of a drama such as a cast of characters, setting, dialogue, and stage directions when speaking about a text. 	<ul style="list-style-type: none"> Refer to the structural elements of poems (e.g., verse) when writing about a text. Refer to the structural elements of a drama such as a cast of characters, setting, dialogue, and stage directions when speaking about a text.

<p>a text. 4-5:S1-I-4: explain how the visual information supports the text.</p>				
<p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <i>Connects to 4.W.9</i></p>	<ul style="list-style-type: none"> ○ Understand the difference between first- and third-person narrations. ○ Determine a story's point of view. ○ Compare and contrast the point of view from which stories are narrated. 	<ul style="list-style-type: none"> ○ Compare and contrast the point of view from which different stories are narrated, including the different between first- and third-person narratives. ○ Contrast characters' point of view. 	<ul style="list-style-type: none"> ○ Compare and contrast the point of view from which different stories are narrated, including the different between first- and third-person narratives. ○ Contrast characters' point of view. 	<ul style="list-style-type: none"> ○ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<p>4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <i>Connects to 4.SL.2</i> 4-5:S1-I-4: explain how the visual information supports the text.</p>			<ul style="list-style-type: none"> ○ Make connections between the text of a story and a visual presentation of the text. ○ Interpret information presented visually and explain how it contributes to understanding of text. ○ Use details to describe the connections between the text of a story and a visual/oral presentation. 	<ul style="list-style-type: none"> ○ Make connections between the text of a story and a visual presentation of the text. ○ Interpret information presented visually and explain how it contributes to understanding of text.
<p>4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest or hero journey) in stories, myths, and traditional literature from different cultures. <i>Connects to 4.W.9</i></p>	<ul style="list-style-type: none"> ○ Compare and contrast the treatment of similar topics. 	<ul style="list-style-type: none"> ○ Compare and contrast the treatment of similar themes and topics in stories from different cultures. 	<ul style="list-style-type: none"> ○ Compare and contrast the treatment of similar topics in stories and myths from different cultures. ○ Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> ○ Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably.
<p>Reading Standards for Informational Text</p>				
<p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Connects to 4.SL.2</i> <i>Connects to 4.W.9</i></p>	<ul style="list-style-type: none"> ○ Refer to details in a text when drawing inferences from the text. ○ Refer to details and examples in a text when explaining what the text says explicitly. 	<ul style="list-style-type: none"> ○ Refer to details and examples when explaining what a text says explicitly. 	<ul style="list-style-type: none"> ○ Refer to details and examples in a text when explaining what the text says and implies. ○ Refer to details and examples in a text when explaining and drawing inferences from the text. 	<ul style="list-style-type: none"> ○ Refer to key details and examples when explaining what a text says and implies. ○ Identify and analyze descriptive details in informational text.

<p>4-5:S1-I-2: summarize a text including specific details and information.</p>			<ul style="list-style-type: none"> ○ Identify descriptive details in a text. 	
<p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. <i>Connects to 4.SL.2</i> 4-5:S1-I-1: determine main ideas or themes and explain how they are supported by key details.</p>	<ul style="list-style-type: none"> ○ Determine the main idea/main points of a text and explain how it is supported by key details. ○ Compare and contrast key details in a text. ○ Explain the use of a summary. ○ Identify and summarize main ideas and key details in a text. 	<ul style="list-style-type: none"> ○ Determine the main idea of a text and explain how it is supported by key details. ○ Determine the main idea implicitly stated in the text. ○ Summarize a text. 	<ul style="list-style-type: none"> ○ Determine the main idea of a text and explain how it is supported by key details. ○ Determine the main idea implicitly stated in the text. ○ Summarize a text. 	<ul style="list-style-type: none"> ○ Determine the main idea of a text and explain how it is supported by key details. ○ Summarize a text.
<p>4.RI.3 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. <i>Connects to 4.SL.4</i> <i>Connects to 4.W.9</i> 4-5:S1-I-3: compare and contrast specific details and information in a text.</p>	<ul style="list-style-type: none"> ○ Explain events and concepts in a text. ○ Explain concepts in an informational text. ○ Analyze and explain scientific concepts. ○ Use details from the text to infer about events, procedures, ideas, or concepts. 	<ul style="list-style-type: none"> ○ Explain and analyze events, procedures, and ideas in historical text, including what happened and why. ○ Explain events based on information in the text. ○ Use details from the text to infer about events, procedures, ideas, or concepts. ○ Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts. 	<ul style="list-style-type: none"> ○ Explain an event in a text based on specific information in the text. ○ Explain ideas in a scientific text. ○ Explain events and ideas, historical or scientific, including what happened, based on specific information in the text. ○ Explain procedures based on information in the text. ○ Explain events and concepts in a scientific text. ○ Use details from the text to infer about events, procedures, ideas, or concepts. ○ Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts. 	<ul style="list-style-type: none"> ○ Explain events in a historical text based on specific information in a text.
<p>4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area. 4-5:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p>	<ul style="list-style-type: none"> ○ Determine the meaning of and use of academic and domain-specific words when explicitly stated in a text. ○ Analyze author’s word choices. ○ Identify signal words. ○ Analyze key words and phrases in informational text. 	<ul style="list-style-type: none"> ○ Analyze word choice. ○ Determine the meaning of and use of academic and domain-specific words when explicitly stated in a text. ○ Refer to details and examples when explaining what a text says. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use of academic and domain-specific words when explicitly stated in a text. 	

<p>4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 4-5:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>				
<p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4-5:S1-I-1: determine main ideas or themes and explain how they are supported by key details. 4-5:S1-I-2: summarize a text including specific details and information. 4-5:S1-I-3: compare and contrast specific details and information in a text. 4-5:S1-I-4: explain how the visual information supports the text.</p>	<ul style="list-style-type: none"> ○ Describe the overall structure (e.g., chronology, cause/effect) of events/information in a text. ○ Analyze text features. ○ Use details in the organizational structure, including an index, to understand and explain text. ○ Use text structure, including headings and subheadings, as guides for understanding the text. 	<ul style="list-style-type: none"> ○ Describe the structure (e.g., chronology, comparison) of events in a text. ○ Identify examples of particular structures used within a text. 	<ul style="list-style-type: none"> ○ Understand and explain a sequence of events described in informational text. ○ Compare and contrast details and information in a part of a text. ○ Describe the overall structure (cause/effect) of a text or part of a text. ○ Identify examples of particular structures used within a text. 	
<p>4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <i>Connects 4.SL.3</i> <i>Connects to 4.W.9</i></p>		<ul style="list-style-type: none"> ○ Describe the difference between firsthand and secondhand accounts. 	<ul style="list-style-type: none"> ○ Describe the difference in accounts and the information provided. ○ Compare and contrast accounts of the same event. ○ Compare and contrast firsthand and secondhand account of the same event. 	
<p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information</p>	<ul style="list-style-type: none"> ○ Analyze visuals. ○ Understand how visuals relate to a text. ○ Analyze text features. ○ Understand and use an index. ○ Interpret information 	<ul style="list-style-type: none"> ○ Interpret information presented visually, orally, or quantitatively. 	<ul style="list-style-type: none"> ○ Explain and analyze how visuals deepen the understanding of the text. ○ Interpret information presented visually, orally, or quantitatively and explain how it contributes to 	

<p>contributes to an understanding of the text in which it appears. 4-5:S1-I-4: explain how the visual information supports the text.</p>	<p>presented visually.</p>		<p>understanding of text.</p>	
<p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. <i>Connects to 4.SL 3</i> 4-5:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 4-5:S8 I-2: write about an opinion and use provided resources to include supporting reasons. 4-5:S8 I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</p>	<ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text. 	<ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text. ○ Select words or phrases from the passage that demonstrate the support an author provides for key points in a text. ○ Draw an inference about why an author uses reasons or evidence to support key points in the text. 	<ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text. ○ Select words or phrases from the passage that demonstrate the support an author provides for key points in a text. ○ Draw an inference about why an author uses reasons or evidence to support key points in the text. 	<ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text. ○ Select words or phrases from the passage that demonstrate the support an author provides for key points in a text. ○ Draw an inference about why an author uses reasons or evidence to support key points in the text.
<p>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> ○ Integrate information from several texts on the same topic to write about the subject. ○ Integrate information from texts on the same or related topics. ○ Draw upon information about a topic to aid in discussion. ○ Reread to make connections across texts. ○ Compare and contrast information in texts. 	<ul style="list-style-type: none"> ○ Integrate information from two texts on the same topic in order to speak about the subject knowledgeably. 	<ul style="list-style-type: none"> ○ Compare key ideas and details in two texts on the same topic. ○ Integrate information from texts on the same topic in order to write or speak about the subject knowledgeably. ○ Compare and contrast the treatment of related science topics. ○ Compare the treatment of similar topics across the texts and integrate information to become more knowledgeable about the subject. 	<ul style="list-style-type: none"> ○ Integrate information from two texts on the same topic. ○ Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably.
Writing Standards				
<p>4.W.1 Write opinion pieces on topics supporting a point of view with reasons and information. <i>(WFTB Expository Manual Pg. 129-150)</i> 4-5:S4- I-1: express an opinion on a topic. 4-5:S4- I-2: supply a reason that supports the opinion and is based on more detailed textual evidence</p>		<ul style="list-style-type: none"> ○ Write opinion pieces on texts, supporting a point of view with reasons. ○ Write an opinion paragraph supported by reasons and information. ○ Use evidence from the text in opinion writing. ○ Link opinions and reasons using words and phrases when 	<ul style="list-style-type: none"> ○ Write an opinion piece and support it with reasons. ○ Write an opinion paragraph. ○ Write an opinion piece, supporting the opinion with information from visuals. ○ Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 	<ul style="list-style-type: none"> ○ Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

<p>and relevant background knowledge. 4-5:S4-I-3: use 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., wildlife, conservation, and endangered when discussing animal preservation).</p>		<p>writing an opinion piece.</p>	<ul style="list-style-type: none"> ○ Draft an opinion piece. 	
<p>4.W.1a 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. <i>(WFTB Expository Strategy #5 Pgs. 174-177)</i></p>		<ul style="list-style-type: none"> ○ Write an opinion piece and support it with reasons. ○ Form and state an opinion based on analyzing the text. ○ 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. ○ Write a clear and strong introduction to an opinion essay. ○ Write an opinion paragraph. 	<ul style="list-style-type: none"> ○ Write a clear statement of opinion. ○ Create an organizational structure in which related ideas are grouped to support the writer’s purpose. ○ Introduce a topic clearly and state an opinion. 	<ul 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.
<p>4.W.1b Provide reasons that are supported by facts and details. <i>(WFTB Expository Strategy #1 Pgs. 152-157)</i> 4-5:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 4-5:S8 I-2: write about an opinion and use provided resources to include supporting reasons.</p>		<ul style="list-style-type: none"> ○ Write an opinion piece and support it with factual reasons. ○ Include text evidence. ○ Provide reasons that are supported by valid facts and details. 	<ul style="list-style-type: none"> ○ Provide reasons that are supported by facts and details from texts. 	<ul style="list-style-type: none"> ○ Provide reasons that are supported by facts and details from texts.
<p>4.W.1c Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition). <i>(WFTB Expository Strategy #2 Pgs. 158-164, Strategy #3 Pgs. 165-168, & Strategy #4 Pgs. 169-173)</i></p>		<ul style="list-style-type: none"> ○ Link opinions and reasons using words and phrases when writing an opinion piece. 	<ul style="list-style-type: none"> ○ Use linking words and phrases to connect an opinion and its reasons. 	<ul style="list-style-type: none"> ○ Use linking words and phrases to connect an opinion and its reasons.

<p>4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>				
<p>4.W.1d Provide a concluding statement or section related to the opinion presented. <i>(WFTB Expository Strategy #6 Pgs. 178-184)</i></p>		<ul style="list-style-type: none"> ○ Provide a concluding statement or section related to an expressed opinion. ○ Write a conclusion that summarizes similarities and differences. 	<ul style="list-style-type: none"> ○ Provide a concluding statement related to the opinion presented. ○ Provide a concluding section related to the opinion presented. 	<ul style="list-style-type: none"> ○ Provide a concluding statement related to the opinion presented.
<p>4.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <i>(WFTB Expository Manual Pg. 395-415 & Compare/ Contrast WFTB Pgs. 427-435)</i> 4-5:S3- I-3: compose informational texts that include details and examples to develop a topic. 4-5:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ○ Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 		<ul style="list-style-type: none"> ○ Write an informative/ explanatory texts to examine a topic and convey ideas and information clearly. 	
<p>4.W.2a 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. <i>(WFTB Expository Strategy #5 Pgs. 174-177)</i></p>	<ul style="list-style-type: none"> ○ Introduce a topic clearly and include illustrations and multimedia when useful. ○ Write to establish a purpose. ○ Use visuals to support a topic. ○ Group related information in paragraphs and sections when writing. 		<ul style="list-style-type: none"> ○ Introduce a topic clearly and include formatting, illustrations, and multimedia when useful to aiding comprehension. ○ Introduce a topic clearly and group related information in paragraphs and sections; include headings. ○ Include illustrations when useful to aiding comprehension. ○ Group related information in paragraphs and sections; include headings. 	
<p>4.W.2.b Develop the topic with facts, definitions, concrete details,</p>	<ul style="list-style-type: none"> ○ Writing with visuals related to the topic. 	<ul style="list-style-type: none"> ○ Develop a topic with quotations related to the 	<ul style="list-style-type: none"> ○ Develop the topic with facts, concrete details, quotations, 	

<p>quotations, or other information and examples related to the topic.</p>	<ul style="list-style-type: none"> ○ Develop writing with visuals related to the topic. ○ Develop the topic with facts, definitions, concrete details, quotations, or other information, and examples related to the topic. 	<p>topic.</p>	<p>or other information or examples.</p>	
<p>4.W2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <i>(WFTB Expository Strategy #2 Pgs. 158-164)</i> 4-5:59- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>	<ul style="list-style-type: none"> ○ Use linking words and phrases in writing. 	<ul style="list-style-type: none"> ○ Use linking words and phrases in writing. 	<ul style="list-style-type: none"> ○ Use linking words and phrases in writing. 	<ul style="list-style-type: none"> ○ Use linking words and phrases in writing.
<p>4W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>(WFTB Expository Strategy #3 Pgs. 165-168 & WFTB Expository Strategy #4 Pgs. 169-173)</i></p>	<ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Use precise language and domain-specific vocabulary when writing an informative/explanatory paragraph. 	<ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to inform about or explain a topic. 	<ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary. ○ Use precise language and domain-specific vocabulary to inform about or explain a topic. 	
<p>4.W2.e Provide a concluding statement or section related to the information or explanation presented. <i>(WFTB Expository Strategy #6 Pgs. 178-184)</i></p>	<ul style="list-style-type: none"> ○ Provide a concluding statement or selection when writing. ○ Provide a conclusion when writing. 	<ul style="list-style-type: none"> ○ Provide a conclusion related to the information presented. 	<ul style="list-style-type: none"> ○ Provide a conclusion related to the information presented. 	
<p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(WFTB Narrative Manual Pgs.155-177 Sequentially/ Chronologically, WFTB Narrative Manual Pgs. 349-364 Problem/Solution and Intriguing Adventure)</i></p>		<ul style="list-style-type: none"> ○ Write narratives to develop real or imagined experiences using clear event sequences, effective technique, and descriptive details. ○ Write a narrative using a third point of view. ○ Develop a plot when writing a narrative. 		<ul style="list-style-type: none"> ○ Write a narrative to develop real or imagined experiences or events using descriptive details, effective techniques, and a clear event sequence.

<p>4-5:S3- I-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.</p>				
<p>4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 Pgs. 209-211)</i></p>	<ul style="list-style-type: none"> ○ Organize an event sequence that unfolds naturally. 	<ul style="list-style-type: none"> ○ Introduce and develop characters, showing their responses to situations. ○ Establish a situation, introduce characters, and organize an event sequence. ○ Organize an event sequence that unfolds naturally. 		<ul style="list-style-type: none"> ○ Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.
<p>4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. <i>(WFTB Narrative Strategy #2 Pgs. 189-192& Strategy #4 Pgs. 199-205)</i></p>		<ul style="list-style-type: none"> ○ Use dialogue and description to develop experiences and events or show the responses of characters to situations. ○ Use dialogue and description to develop characters and to show the responses of characters to situations. 		<ul style="list-style-type: none"> ○ Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<p>4.W.3c Use a variety of transitional words and phrases to manage the sequence of events. <i>(WFTB Narrative Strategy #3 Pgs. 193-198)</i> 4-5:S9- I-1: Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts. 4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>		<ul style="list-style-type: none"> ○ Use a variety of transitional words and phrases to manage the sequence of events. 		<ul style="list-style-type: none"> ○ Use a variety of transitional words and phrases to manage a sequence of events.
<p>4.W.3d Use concrete words and phrases and sensory details to</p>	<ul style="list-style-type: none"> ○ Use concrete words and phrases to describe 	<ul style="list-style-type: none"> ○ Use concrete words and phrases and sensory details to 	<ul style="list-style-type: none"> ○ Use concrete words and phrases and sensory details to 	<ul style="list-style-type: none"> ○ Use concrete words and phrases and sensory details to

<p>convey experiences and events precisely. (WFTB Narrative Strategy #5 Pgs. 206-208)</p>	<p>experiences and events precisely.</p> <ul style="list-style-type: none"> ○ Use concrete words and phrases to help write precisely. 	<p>convey experiences and events precisely.</p> <ul style="list-style-type: none"> ○ Use concrete words and phrases to describe events and experiences. ○ Use sensory details in writing. 	<p>convey experiences and events precisely.</p>	<p>convey experiences and events precisely.</p>
<p>4.W.3e Provide a conclusion that follows from the narrated experiences or events. (WFTB Narrative Strategy #7 Pgs. 212-215)</p>		<ul style="list-style-type: none"> ○ Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> ○ Provide a conclusion that follows from the narrated events.
<p>4.W.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). (pragmatics). 4-5:S9- I-1: Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts. 4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>	<ul style="list-style-type: none"> ○ Use clear organization when writing. 	<ul style="list-style-type: none"> ○ Produce clear and coherent writing with appropriate development and organization. 	<ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> ○ Produce clear and coherent writing with appropriate development and organization.
<p>4.W.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). 4-5:S5- I-1: increasingly adapt language choices and style</p>	<ul style="list-style-type: none"> ○ With guidance and support from peers and adults, strengthen writing by planning and pre-writing. ○ With guidance and support, develop and strengthen writing by revising, editing, and proofreading. 	<ul style="list-style-type: none"> ○ With guidance and support from peers and adults, strengthen writing by planning and prewriting. ○ With guidance and support, develop and strengthen writing as needed by revising, editing, and proofreading. 	<ul style="list-style-type: none"> ○ With guidance and support, develop and strengthen writing as needed by planning and prewriting. ○ With guidance and support, develop and strengthen writing as needed by revising, editing, and proofreading. 	<ul style="list-style-type: none"> ○ With guidance and support, develop and strengthen writing as needed by planning and prewriting. ○ With guidance and support, develop and strengthen writing as needed by revising, editing, and proofreading.

<p>(includes register) according to purpose, task, and audience. 4-5:S5- I-2: use an increasingly wider range of general academic and content-specific words and phrases.</p>				
<p>4.W.6 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 complete a writing task. 4-5:S6- I-2: participate in extended written exchanges about a variety of topics and texts. 4-5:S6- I-3: express own ideas clearly using the rules for discussion. 4-5:S6- I-4: pose and respond to relevant questions about a variety of topics and texts.</p>	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ Publish and present writing. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ With some guidance and support from adults, use technology 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. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ Use technology to produce writing as well as interact and collaborate with others. ○ Use technology to produce and share writing collaboratively. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.
<p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4-5:S7- I-1: gather information from print and digital provided resources to answer a question. 4-5:S7- I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.</p>	<ul style="list-style-type: none"> ○ Conduct research to build knowledge about the topic. ○ Conduct research in order to write informative/ explanatory text. ○ Conduct short research projects that build knowledge through investigation of a topic. 		<ul style="list-style-type: none"> ○ Conduct short research projects that build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> ○ Conduct a short research project to build knowledge about a topic.
<p>4.W.8 Recall relevant information for experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. 4-5:S7- I-2: summarize key ideas</p>	<ul style="list-style-type: none"> ○ Gather relevant information from digital sources. ○ Take notes and categorize information. ○ Provide sources. 		<ul style="list-style-type: none"> ○ Use technology to produce writing and gather relevant information from digital sources. ○ Gather relevant information from print or digital sources; take notes and provide 	<ul style="list-style-type: none"> ○ Recall relevant information from experiences. ○ Gather relevant information from print or digital sources, take notes and provide a list of sources.

and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.			sources. ○ Recall relevant information from experiences.	
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 4.W.9a Apply grade 4 reading standards to literature. 4-5:S7- I-1: gather information from print and digital provided resources to answer a question. 4-5:S7- I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.		○ Draw evidence from literary texts to support analysis. ○ Form and state an opinion based on analyzing the text. ○ Draw evidence from informational texts to support analysis.	○ Draw evidence from literary texts to support analysis, reflection, and research. ○ Describe a character in depth, drawing from evidence from the text.	○ Draw evidence from literary or informational text to support analysis and research.
4.W.9b Apply grade 4 reading standards to informational texts.		○ Use evidence from the text in opinion writing.	○ Draw evidence from informational texts to support research. ○ Draw evidence from informational texts to support analysis and reflection.	○ Draw evidence from literary texts to support analysis and reflection.
Language Standards				
4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4-5:S10- I-1: using grade-appropriate singular and plural nouns. 4-5:S10- I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 4-5:S10- I-4: using personal (subject and object), possessive, and indefinite pronouns. 4-5:S10- I-5: using verbs in the past progressive. 4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs. 4-5:S10- I-9: using a variety of frequently occurring adjectives	○ Demonstrate command of the conventions of standard grammar and usage when writing or speaking.	○ Demonstrate command of pronouns when writing.	○ Use relative pronouns.	○ Demonstrate command of the conventions of Standard English grammar and usage. ○ Use relative pronouns.

<p>(i.e. descriptive, possessive, demonstrative). 4-5:S10-I-12: using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</p>				
<p>4.L.1.a Use reflective pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 4-5:S10- I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary’s backpack). 4-5:S10- I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause). 4-5:S10- I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<ul style="list-style-type: none"> ○ Use relative pronouns. ○ Understand and use pronouns correctly. ○ Understand antecedent-pronoun agreement. ○ Understand the function of nouns. 	<ul style="list-style-type: none"> ○ Use relative pronouns correctly. 	<ul style="list-style-type: none"> ○ Use relative adverbs in writing. ○ Use relative adverbs. ○ Use relative pronouns. 	<ul style="list-style-type: none"> ○ Use relative adverbs (where, when, why). ○ Use relative pronouns.
<p>4.L.1b Form and use the progressive verb tenses (<i>I was walking, I am walking, I will be walking</i>). 4-5:S10- I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p>	<ul style="list-style-type: none"> ○ Form and use progressive verb tenses. 	<ul style="list-style-type: none"> ○ Form and use progressive verb tenses. 	<ul style="list-style-type: none"> ○ Form and use progressive verb tenses. 	<ul style="list-style-type: none"> ○ Form and use progressive verb tenses.
<p>4.L.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 4-5:S10- I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p>	<ul style="list-style-type: none"> ○ Use modal auxiliaries to convey various conditions. ○ Use modal auxiliaries. ○ Understand modal auxiliaries. 	<ul style="list-style-type: none"> ○ Use modal auxiliaries to convey various conditions. ○ Use modal auxiliaries. ○ Understand modal auxiliaries. 	<ul style="list-style-type: none"> ○ Use modal auxiliaries. ○ Use modal auxiliaries to convey various conditions. 	<ul style="list-style-type: none"> ○ Use modal auxiliaries to convey various conditions.
<p>4.L.1d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). 4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	<ul style="list-style-type: none"> ○ Understand and use adjectives. 	<ul style="list-style-type: none"> ○ Order adjectives within sentences according to conventional patterns. 	<ul style="list-style-type: none"> ○ Order adjectives within sentences, according to conventional patterns. ○ Use and order adjectives correctly. 	<ul style="list-style-type: none"> ○ Order adjectives within sentences according to conventional patterns.
<p>4.L.1e Form and use prepositional phrases.</p>	<ul style="list-style-type: none"> ○ Understand prepositional phrases. 	<ul style="list-style-type: none"> ○ Form and use prepositional phrases. 	<ul style="list-style-type: none"> ○ Form and use prepositional phrases. 	<ul style="list-style-type: none"> ○ Form and use prepositional phrases.

	<ul style="list-style-type: none"> ○ Form and use prepositional phrases. 			phrases.
4.L.1f Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.	<ul style="list-style-type: none"> ○ Produce complete sentences recognizing inappropriate fragments. ○ Produce and use complete sentences. ○ Understand simple sentences. ○ Construct sentence fragments. ○ Correct run-on sentences. 	<ul style="list-style-type: none"> ○ Produce and use complete sentences. ○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<ul style="list-style-type: none"> ○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<ul style="list-style-type: none"> ○ Produce complete sentences, recognizing and correcting fragments and run-ons.
4.L.1g Correctly use frequently confused words (e.g., to, too, two, there, their, they're).	<ul style="list-style-type: none"> ○ Correctly use frequently confused words. 	<ul style="list-style-type: none"> ○ Correctly use frequently confused words. 	<ul style="list-style-type: none"> ○ Correctly use frequently confused words. 	
4.L.1h Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. <i>(Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)</i>	<ul style="list-style-type: none"> ○ Analyze how a writer organizes a paragraph about a topic. ○ Write and organize one paragraph about a topic. 	<ul style="list-style-type: none"> ○ Write and organize one or more paragraphs about a topic. 	<ul style="list-style-type: none"> ○ Write and organize one or more paragraphs about a topic. 	<ul style="list-style-type: none"> ○ Write and organize one or more paragraphs about a topic.
<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.2a Use correct capitalization.</p> <p>4-5:S3- I-4: link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>4-5:S10- I-1: using grade-appropriate singular and plural nouns.</p> <p>4-5:S10- I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p>4-5:S10- I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).</p>	<ul style="list-style-type: none"> ○ Use correct capitalization for proper nouns, dates, titles, etc. ○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> ○ Use correct capitalization for proper nouns, dates, titles, etc. ○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> ○ Use correct capitalization for proper nouns, dates, titles, etc. ○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> ○ Use correct capitalization for proper nouns, dates, titles, etc. ○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p>4-5:S10- I-4: using personal (subject and object), possessive, and indefinite pronouns.</p> <p>4-5:S10- I-5: using verbs in the past progressive.</p> <p>4-5:S10- I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p> <p>4-5:S10- I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p> <p>4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p> <p>4-5:S10- I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p> <p>4-5:S10- I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).</p> <p>4-5:S10- I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>4-5:S10-I-12: using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</p>				
<p>4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<ul style="list-style-type: none"> ○ Use commas and punctuation marks to mark direct speech and quotations. ○ Use commas and quotation marks to punctuate dialogue. 	<ul style="list-style-type: none"> ○ Use commas and quotation marks to mark direct speech. ○ Develop a topic with quotations. ○ Use quotation marks to mark quotations from a text. ○ Correctly punctuate dialogue. ○ Correctly punctuate direct quotations. 	<ul style="list-style-type: none"> ○ Use commas and quotation marks to mark direct speech and quotations from a text. 	<ul style="list-style-type: none"> ○ Use commas and quotation marks to mark direct speech.
<p>4.L.2c Use a comma before a coordinating conjunction in a compound sentence.</p>		<ul style="list-style-type: none"> ○ Understand how to form compound sentences. ○ Correctly punctuate compound sentences. ○ Use a comma before a 	<ul style="list-style-type: none"> ○ Use a comma before a coordinating conjunction in a compound sentence. ○ Form and use compound sentences. 	<ul style="list-style-type: none"> ○ Use a comma before a coordinating conjunction in a compound sentence. ○ Form and use compound

		coordinating conjunction in a compound sentence.		sentences.
4.L.2d Spell grade-appropriate words correctly, consulting references as needed.		○ Spell grade-appropriate words correctly when writing.	○ Spell grade-appropriate words correctly, consulting references as needed.	○ Spell grade-appropriate words correctly, consulting references as needed.
4.L.3 Use knowledge of language and its conventions when writing, speaking, or listening. 4.L.3a Choose words and phrases to convey words precisely.		○ Choose words and phrases to convey ideas precisely.		
4.L.3b Choose punctuation for effect. 4-5:S10- I-1: using grade-appropriate singular and plural nouns. 4-5:S10- I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 4-5:S10- I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary’s backpack). 4-5:S10- I-4: using personal (subject and object), possessive, and indefinite pronouns. 4-5:S10- I-5: using verbs in the past progressive. 4-5:S10- I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>). 4-5:S10- I-7: using grade-appropriate verbs in the future with “going to” and “will”. 4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs. 4-5:S10- I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative). 4-5:S10- I-10: using a variety of prepositional phrases (e.g. <i>toward</i>	○ Choose punctuation for effect.	○ Choose punctuation for effect.	○ Choose punctuation for effect.	○ Choose punctuation for effect.

<p><i>the playground</i>) to provide detail (e.g., time, manner, place, cause). 4-5:S10- I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>				
<p>4.L.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussions).</p>	<ul style="list-style-type: none"> ○ Differentiate among language choices across texts. ○ Examine the use of language across texts. 			
<p>4.L.4 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. 4.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words (e.g., telegraph, photographs, autograph). 4-5:S2- I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 4-5:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<ul style="list-style-type: none"> ○ Identify the meanings of common Greek and Latin affixes including -er, -or, -ist, -ive, -ness, -un, -in. ○ Identify the base words in words with Greek and Latin affixes. ○ Use knowledge of the meaning of Greek and Latin affixes to determine word meanings in isolation. ○ Use knowledge of the meanings of Greek and Latin affixes to determine word meanings in text. 	<ul style="list-style-type: none"> ○ Use Greek and Latin roots as clues to the meaning of a word. ○ Determine the meaning of words with Latin prefixes dis-, re-, non-. ○ Decode and read words with Greek roots. ○ Determine the meaning of words with the Latin roots: struct, scrib, scrip. 	<ul style="list-style-type: none"> ○ Decode and read words with the suffix -ion. ○ Read and decode words with Latin roots gener, port. ○ Read and decode words with Latin roots dur, ject. 	<ul style="list-style-type: none"> ○ Decode and read words with the suffix -ion. ○ Read and decode words with Latin roots gener, port. ○ Read and decode words with Latin roots dur, ject.
<p>4.L.4b Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ○ Identify the smaller words that make up compound words. ○ Read and determine the meaning of compound words using their smaller words 	<ul style="list-style-type: none"> ○ Use context to determine the meaning of unknown words and phrases. ○ Determine the meaning of words as they are used in the 	<ul style="list-style-type: none"> ○ Use context as a clue to the meaning of a word or phrase. ○ Identify words that have multiple meanings. ○ Use context clues to 	<ul style="list-style-type: none"> ○ Use context clues to help determine the meaning of a homograph. ○ Use context as a clue to determine the meaning of a

	<ul style="list-style-type: none"> ○ Decode and read compound words. ○ Use context as a clue to determine the meaning of words. ○ Use context as a clue to determine the meaning of words and phrases. 	<p>text.</p> <ul style="list-style-type: none"> ○ Form and use positive, comparative, and superlative adjectives. ○ Read and determine the meanings of compound words. 	<p>determine the meaning of multiple-meaning words.</p>	<p>word.</p> <ul style="list-style-type: none"> ○ Determine or clarify the meaning of words and phrases, choosing flexibly from a range of strategies.
<p>4.L.4c 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>	<ul style="list-style-type: none"> ○ Use context clues (e.g., synonym, antonym) to infer word meanings. ○ Use print and digital dictionaries and thesauri to verify the meaning of words, after context clue usage. ○ Explore origins of English words by looking up word origins in the dictionary. ○ Decode and read English words from other languages. 	<ul style="list-style-type: none"> ○ Consult dictionaries to determine or clarify definitions and spelling. ○ Consult reference materials to clarify the precise meaning of key words. ○ Read and determine the meanings of unknown words. 	<ul style="list-style-type: none"> ○ Consult glossaries to determine or clarify the meaning of key words. 	<ul style="list-style-type: none"> ○ Use context clues to help determine the meaning of a homograph. ○ Determine or clarify the meaning of unknown words.
<p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4.L.5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>4-5:S2- I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>4-5:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>		<ul style="list-style-type: none"> ○ Identify the base words in related words. ○ Determine meanings of related words with same base word and different affixes. ○ Decode and read related words. ○ Explain the meaning of similes. ○ Explain the meanings of metaphors. ○ Analyze figurative language. 	<ul style="list-style-type: none"> ○ Identify and explain the meaning of simple similes and metaphors in context. ○ Determine the significance of words and phrases used in dialogue. 	<ul style="list-style-type: none"> ○ Decode and read related words. ○ Explain the meaning of similes and metaphors in context. ○ Determine the significance of words and phrases used in dialogue. ○ Demonstrate understanding of figurative language.

<p>4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		<ul style="list-style-type: none"> ○ Recognize and explain the meaning of common idioms, adages, and proverbs. 	<ul style="list-style-type: none"> ○ Demonstrate understanding of figurative language and nuances in word meanings. 	<ul style="list-style-type: none"> ○ Demonstrate understanding of figurative language and nuances in word meanings.
<p>4.L.5c Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<ul style="list-style-type: none"> ○ Identify words that are synonyms or antonyms. ○ Understand words by relating them to their synonyms and antonyms. ○ Decode and read words that are synonyms and antonyms. 	<ul style="list-style-type: none"> ○ Demonstrate understanding of synonyms. 	<ul style="list-style-type: none"> ○ Identify words that are synonyms or antonyms. ○ Understand words by relating them to their synonyms and antonyms. 	<ul style="list-style-type: none"> ○ Demonstrate understanding of words by relating them to antonyms and synonyms.
<p>4.L.6 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., wildlife, conservation, and endangered when discussing animal preservation). 4-5:S4-I-3: use 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., wildlife, conservation, and endangered when discussing animal preservation). 4-5:S5-I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience. 4-5:S5-I-2: use an increasingly wider range of general academic and content-specific words and phrases. 4-5:S8 I-3: use general academic vocabulary and domain-specific words and phrases to signal</p>	<ul style="list-style-type: none"> ○ Acquire, understand, and use general and academic domain-specific words. ○ Determine the meaning of academic and domain-specific words in a text. 	<ul style="list-style-type: none"> ○ Acquire and use domain-specific words that are basic to a particular topic. ○ Determine the meaning of words and phrases as they are used in a text. ○ Define and use academic and domain-specific words. 	<ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words in a text and use the words accurately. ○ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. 	<ul style="list-style-type: none"> ○ Determine the meaning of general academic words in a text and use the words accurately.

emotions and states of being.				
Speaking and Listening Standards				
<p>4.SL.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.</p> <p>4.SL.1a 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.</p> <p>4-5:S6- I-1: participate in extended conversations and discussions about a variety of topics and texts.</p> <p>4-5:S6- I-5: summarize the key ideas expressed in collaborative oral and written discussions.</p>	<ul style="list-style-type: none"> ○ Engage effectively in a one-on-one discussion. ○ Engage effectively in a range of collaborative discussions building on others’ ideas and expressing their own clearly. ○ Use text-based vocabulary in a discussion. ○ Engage in discussion and express ideas clearly. ○ Draw upon information about a topic to aid in discussion. ○ Engage in a range of collaborative discussions with diverse partners. ○ Use domain-specific words in discussion. 	<ul style="list-style-type: none"> ○ Explicitly draw on preparation to explore ideas under discussion. ○ Engage effectively in collaborative discussions. ○ Engage effectively in a range of collaborative discussions. ○ Engage effectively in a collaborative discussion with diverse partners. 	<ul style="list-style-type: none"> ○ Engage effectively in collaborative discussions. ○ Make comments that contribute to the discussion and link to the remarks of others. ○ Pose specific questions to clarify information. ○ Explain their own ideas and understanding in light of the discussion. ○ Respond to specific questions and make comments that contribute to the discussion. ○ Explicitly draw on preparation to explore ideas under discussion. ○ Follow agreed-upon rules for discussions. ○ Examine their own understanding in light of the discussion. 	<ul style="list-style-type: none"> ○ Engage effectively in collaborative discussions, building on other’s ideas. ○ Draw on preparation to explore ideas under discussion.
<p>4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<ul style="list-style-type: none"> ○ Create agreed-upon rules for discussion. ○ Follow agreed-upon rules for discussion and carry out assigned roles. 	<ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussion and carry out assigned roles. 	<ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussion and carry out assigned roles. 	<ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussion and carry out assigned roles.
<p>4.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<ul style="list-style-type: none"> ○ Make comments that contribute to the discussion. ○ Pose and respond to specific questions to clarify or follow up on information. 	<ul style="list-style-type: none"> ○ Make comments that contribute to the discussion and link to the remarks of others. ○ Pose and respond to specific questions that contribute to the discussion and clarify information. 	<ul style="list-style-type: none"> ○ Make comments that contribute to the discussion and link to the remarks of others. ○ Pose and respond to specific questions that contribute to the discussion and clarify information. 	<ul style="list-style-type: none"> ○ Make comments that contribute to the discussion and link to the remarks of others. ○ Pose and respond to specific questions that contribute to the discussion and clarify information.
<p>4.SL.1d Review the key ideas expressed and explain their own ideas and understanding based on the discussion.</p>	<ul style="list-style-type: none"> ○ Explain ideas and understandings in a discussion. ○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> ○ Review key ideas and explain their own ideas in the discussion. ○ Have students explain their own understanding of the topic. 	<ul style="list-style-type: none"> ○ Review the key ideas expressed. ○ Explain own understanding in light of the discussion. 	<ul style="list-style-type: none"> ○ Review the key ideas expressed. ○ Explain own understanding in light of the discussion.
4.SL.2 Paraphrase portions of a		○ Paraphrase portions of a text	○ Paraphrase portions of a text	

<p>text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		<p>read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> ○ Answer questions about explicit information in an audio or visual stimulus. 	<p>read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> ○ Answer questions about explicit information in an audio or visual stimulus. 	
<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. 4-5:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 4-5:S8 I-2: write about an opinion and use provided resources to include supporting reasons. 4-5:S8 I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</p>		<ul style="list-style-type: none"> ○ Identify the reasons and evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> ○ Identify reasons and evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> ○ Identify the reasons and evidence a speaker provides to support particular points.
<p>4.SL.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. 4-5:S3- I-1: deliver oral presentations that include details and examples to develop a topic. 4-5:S4- I-1: express an opinion on a topic. 4-5:S4- I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 4-5:S4-I-3: use grade- appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of</p>	<ul style="list-style-type: none"> ○ Report on a topic or text using appropriate facts and details to support main ideas. ○ Report on a topic. 	<ul style="list-style-type: none"> ○ Tell a story in an organized manner. ○ Speak clearly at an understandable pace. 	<ul style="list-style-type: none"> ○ Report on a topic or text, using appropriate facts and relevant descriptive details to support main ideas. ○ Speak clearly at an understandable pace. 	<ul style="list-style-type: none"> ○ Report on a topic or text using appropriate facts and relevant, descriptive details to support main ideas or themes. ○ Speak clearly at an understandable pace.

<p>being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>4-5:S9- I-1: Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.</p> <p>4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>				
<p>4.SL.5 Add audio recording and visual displays to presentation when appropriate to enhance the development of main ideas and themes.</p>	<ul style="list-style-type: none"> ○ Add visual displays to presentations when appropriate. 	<ul style="list-style-type: none"> ○ Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 	<ul style="list-style-type: none"> ○ Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas. 	<ul style="list-style-type: none"> ○ Add visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<p>4.SL.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 tasks and situation.</p> <p>4-5:S5- I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience.</p> <p>4-5:S5- I-2: use an increasingly wider range of general academic and content-specific words and phrases.</p>	<ul style="list-style-type: none"> ○ Determine when to use formal language to make sure ideas are understood. 	<ul style="list-style-type: none"> ○ Determine when to use formal language to make sure ideas are understood. 	<ul style="list-style-type: none"> ○ Determine when to use formal language to make sure ideas are understood. 	<ul style="list-style-type: none"> ○ Determine when to use formal language to make sure ideas are understood.

<p>4-5:S9- I-1: Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.</p> <p>4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>				
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Quarter Taught					Essential Standards
1	2	3	4	Reading Literature:	
X	X	X	X	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
X	X	X	X	4.RL.3 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).	
					Reading Informational Text:
X	X	X	X	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
X	X	X	X	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
X	X	X	X	4.RI.3 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.	
X	X	X	X	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	
X	X	X	X	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
					Writing:
	X	X	X	4.W.1 Write opinion pieces on topics supporting a point of view with reasons and information.	
	X	X	X	4.W.1a 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.	
	X	X	X	4.W.1b Provide reasons that are supported by facts and details.	
	X	X	X	4.W.1c Link opinions and reasons using words and phrases (e.g. for instance, in order to, in addition).	
	X	X	X	4.W.1d Provide a concluding statement or section related to the opinion presented.	

Quarter Taught					Supporting Standards
1	2	3	4	Reading Literature:	
X	X	X	X	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
X	X	X	X	4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters	
	X	X	X	4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.	
X	X	X	X	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
		X	X	4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
X	X	X	X	4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest or hero journey) in stories, myths, and traditional literature from different cultures.	
X	X	X	X	4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	
					Reading Informational Text:
X	X	X		4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.	
X	X	X		4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
	X	X		4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
X	X	X		4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
X	X	X	X	4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	

Reading Foundations:				
X	X	X	X	4.RF.3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.RF.3a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.
X	X	X	X	4.RF.3b Apply knowledge of the six syllable patterns to read grade-level words accurately.
X	X	X	X	4.RF.3c Use combined knowledge of morphology (e.g., roots and affixes) to read grade-level words accurately.
X	X	X	X	4.RF.4 Read with sufficient accuracy and fluency to support comprehension.
X	X	X	X	4.RF.4a Read on-level text with purpose and understanding.
X	X	X	X	4.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
X		X		4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Foundations:				
X	X	X	X	4.WF.4 Demonstrate and apply handwriting skills. 4.WF.4a Read and write cursive letters, upper and lower case.
X	X	X	X	4.WF.4b Transcribe ideas legibly and fluently with appropriate spacing and indentation.
Writing:				
X		X		4.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
X		X		4.W.2a 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.
X	X	X		4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
X	X	X	X	4.W.2c Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
X	X	X		4.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
X	X	X		4.W.2e Provide a concluding statement or section related to the information or explanation presented.
	X		X	4.W.3 Write personal narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
X	X		X	4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	X		X	4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	X		X	4.W.3c Use a variety of transitional words and phrases to manage the sequence of events.
X	X	X	X	4.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	X		X	4.W.3e Provide a conclusion that follows from the narrated experiences or events.
X	X	X	X	4.W.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.)
X	X	X	X	4.W.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).
X	X	X	X	4.W.6 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 complete a writing task.
X		X	X	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
X		X	X	4.W.8 Recall relevant information for experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
	X	X	X	4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	X	X	X	4.W.9a Apply grade 4 reading standards to literature.
	X	X	X	4.W.9b Apply grade 4 reading standards to informational texts.
X	X	X	X	4.W.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.

				Language:
X	X	X	X	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
X	X	X	X	4.L.1a Use reflective pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
X	X	X	X	4.L.1.b Form and use the progressive verb tenses (I was walking, I am walking, I will be walking).
X	X	X	X	4.L.1c Use modal auxiliaries (e.g. can, may, must) to convey various conditions.
X	X	X	X	4.L.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
X	X	X	X	4.L.1e Form and use prepositional phrases.
X	X	X	X	4.L.1f Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.
X	X	X		4.L.1g Correctly use frequently confused words (e.g., to, too, two; there, their).
X	X	X	X	4.L.1h Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
X	X	X	X	4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
X	X	X	X	4.L.2a Use correct capitalization.
X	X	X	X	4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text.
	X	X	X	4.L.2c Use a comma before a coordinating conjunction in a compound sentence.
	X	X	X	4.L.2d Spell grade-appropriate words correctly, consulting references as needed.
	X			4.L.3 Use knowledge of language and its conventions when writing, speaking, or listening.
	X			4.L.3a Choose words and phrases to convey words precisely.
X	X	X	X	4.L.3b Choose punctuation for effect.
X				4.L.3c Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussions).
X	X	X	X	4.L.4 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.
X	X	X	X	4.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of word (e.g., telegraph, photographs, autograph)
X	X	X	X	4.L.4b Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
X	X	X	X	4.L.4c 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 .
	X	X	X	4.L.5 Demonstrate understanding of figurative language, word relationships , and nuances in word meanings .
	X	X	X	4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	X	X	X	4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
X	X	X	X	4.L.5c Demonstrate understanding of words by relating them to their synonyms and antonyms.
X	X	X	X	4.L.6 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., wildlife, conservation, and endangered when discussing animal preservation).
				Speaking and Listening:
X	X	X	X	4.SL.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.
X	X	X	X	4.SL.1a 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.
X	X	X	X	4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.
X	X	X	X	4.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
X	X	X	X	4.SL.1d Review the key ideas expressed and explain their own ideas and understanding based on the discussion.

	X	X		4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	X	X	X	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.
X	X	X	X	4.SL.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.
X	X	X	X	4.SL.5 Add audio recording and visual displays to presentation when appropriate to enhance the development of main ideas and themes.
X	X	X	X	4.SL.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 tasks and situation.