

# COMMON CORE

State Standards

**DECONSTRUCTED** for  
**CLASSROOM IMPACT**

**FOURTH** GRADE

**ENGLISH LANGUAGE ARTS**

LITERACY IN HISTORY/SOCIAL STUDIES,  
SCIENCE & TECHNICAL SUBJECTS



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## Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; Learning Progressions from The University of Arizona's Institute for Mathematics and Education, chaired by Dr. William McCallum; the Arizona Academic Content Standards; the North Carolina Instructional Support Tools; and numerous math practitioners currently in the classroom.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

## Understanding the Organization

**The Overview** includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, the strand represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of the strand as a sort of header as the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent strand.

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What follows the **Strand and Strand Text** are the core anchor standards for an organizing area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this strand and the organizing area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this as an overarching guiding concept.

**Academic Vocabulary** supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying Learning Expectations (or Instructional Targets) of Know:.... and **Key Strategies**.

**The Essential Question(s)** enable you to focus your instructional strategies and learning objectives as you plan. **The Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with which your... students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying **Learning Expectations** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

### Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally<sup>1</sup>. To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework.

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

### Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by

a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

### **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.







**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
LITERATURE (RL)**

**FOURTH** GRADE

**ENGLISH LANGUAGE ARTS**



## OVERVIEW

# College and Career readiness anchor Standards for reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

## ANCHOR READING STANDARDS

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

- Fourth grade students should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements.
- Can you tell me the reasons why the character said ...in the story?
- Show me where you linked your thinking to the text.
- What are the most important events that happened in the story? How do you know?
- What is the theme of this text?
- Summarize the story from beginning to end in a few sentences.
- Can you tell me how the character is feeling in this part of the story? Explain why the character is feeling this way.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

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## ANCHOR READING STANDARD RL.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.

### ESSENTIAL QUESTION(S)

- How can I use what I already know with what I've learned in the text to make meaning?
- How can I learn to read between the lines to deepen my understanding?

### LEARNING PROGRESSIONS

<b>Grade: 3rd</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Grade: 4th</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Grade: 5th</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Differentiate between explicit and inferred information.

Explain how details and examples support inferences.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

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## ANCHOR READING STANDARD RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.RL.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

### ESSENTIAL QUESTION(S)

- In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?
- How can I use the details of the text to express the theme?
- How can I briefly and accurately express the key elements/ideas of the story?

### LEARNING PROGRESSIONS

Grade: 3rd

Recount stories, including fables and folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Grade: 4th

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Grade: 5th

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

DOK Range Target  
for Instruction &  
Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should  
be able to:

Apply textual details to determine the theme of a story, drama, or poem.  
Define "theme" of a story, drama, or poem.

Summarize key ideas and details of a story, drama, or poem.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

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## ANCHOR READING STANDARD RL.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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).		
ESSENTIAL QUESTION(S)	▪ How does one or more of the story elements affect the text?		
LEARNING PROGRESSIONS	Grade: 3rd	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
	Grade: 4th	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).	
	Grade: 5th	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the character, setting, and/ or event.  Identify specific details about: characters, settings, and/or events.	Describe a character, the setting, or an event using a character’s thoughts, words, or actions based on evidence in text.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kyleen Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.



## ANCHOR READING STANDARDS

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students will continue to tell the meaning of words and phrases in a text and focus specifically on mythological characters. Students must tell the differences between poems, drama, and prose using structural elements to create an oral or written response to a text. Students will find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.

Use questions and prompts such as: What do you do when you come to words or phrases you do not know? (use context)

- Can you tell me what is different about these kinds of texts? What is the same?
- Think about what you read.
- Who is telling the story?
- Do you agree with the way the characters are thinking in this story?
- Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RL.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>▪ How does the author's choice and use of words affect the meaning of the text?</li><li>▪ How does the author's use of specific types of figurative language affect the meaning of the text?</li></ul>		
LEARNING PROGRESSIONS	Grade: 3rd	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
	Grade: 4th	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	
	Grade: 5th	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize words and phrases. Recognize words and phases that allude to mythical characters. Know significant Greek characters and defining characteristics.	Determine the meaning of words and phrases as they are used in a text.  Determine the meaning of words and phrases that allude to mythological characters.	

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

Research based strategies developed by Kyleen Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 4.RL.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

### ESSENTIAL QUESTION(S)

- How does the text structure help me understand the text?
- Why does the structure of the text matter?
- What are the differences between text structures in different types of text?

### LEARNING PROGRESSIONS

<b>Grade: 3rd</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>Grade: 4th</b>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<b>Grade: 5th</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Differentiate between poems, drama, and prose.  
Refer to the structural elements of poems when writing or speaking.  
Refer to the structural elements of a drama when writing or speaking.  
Refer to the structural elements of prose when writing or speaking.

Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text.  
Analyze how particular structure contributes to development of theme, setting, or plot.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kylee Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RL.6

Assess how point of view or purpose shapes the content and style of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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.

### ESSENTIAL QUESTION(S)

- How does the difference between first and third person influence how the story is told?

### LEARNING PROGRESSIONS

<b>Grade: 3rd</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>Grade: 4th</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>Grade: 5th</b>	Describe how a narrator's or speaker's point of view influences how events are described.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Define vocabulary, compare/contrast, and point of view.  
Define first- and third-person narrations.  
Recognize first- and third-person narrations.  
Identify point of view (including first- and third-person narrations).

Compare the points of view (including first- and third-person narrations).  
Contrast the points of view (including first- and third-person narrations).

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
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- Making and revising predictions

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## ANCHOR READING STANDARDS

### Integration of Knowledge and Ideas

#### 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

#### 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students at this level must link the reading of the text in a story to listening or viewing the same story. They will make connections by comparing what they read to what they visualized and heard. Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.

Use questions and prompts such as:

- What is the same about how the story is presented visually (illustrations) and in writing? What is different?
- What happened to the characters that is the same? What happened that is different?
- How did characters solve problems in different ways across texts?
- How are the plots the same or different across texts?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RL.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.

#### ESSENTIAL QUESTION(S)

- How do audio and visual representations express the ideas of the text?

#### LEARNING PROGRESSIONS

**Grade: 3rd**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**Grade: 4th**

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.

**Grade: 5th**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☒ 2    ☒ 3    ☒ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Identify similarities and differences between a text and a visual or oral presentation.

Recall specific descriptions and directions in a text of a story or drama and its visual or oral presentation.

Identify story in text, visually or orally.

Identify drama in text, visually or orally.

Recognize stage directions in a story/drama both in text and visual/oral presentations.

Connect specific descriptions and directions between written and oral or visual presentations of text.

# ENGLISH LANGUAGE ARTS

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

### ANCHOR READING STANDARD RL.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 4.RL.8

4.RL.8 (Not applicable to literature).



# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RL.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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) in stories, myths, and traditional literature from different cultures.		
ESSENTIAL QUESTION(S)	▪ How do different cultures approach stories with similar events, themes and topics?		
LEARNING PROGRESSIONS	Grade: 3rd	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
	Grade: 4th	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) in stories, myths, and traditional literature from different cultures.	
	Grade: 5th	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify specific details describing themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.  Identify similarities in themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.  Identify differences in themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.	Compare/Contrast themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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## ANCHOR READING STANDARDS

### Craft and Structure

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fourth grade students are capable of reading and understanding a variety of literature in grades 4-5 with assistance provided at the higher end.

"The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase“ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

"Students also acquire the habits of reading independently and closely, which are essential to their future success." Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RL.10

Read and comprehend complex literary and informational texts independently and proficiently.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

#### 4.RL.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### ESSENTIAL QUESTION(S)

- What strategies am I using to become an independent and proficient reader of literary texts?

#### LEARNING PROGRESSIONS

##### Grade: 3rd

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

##### Grade: 4th

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### Grade: 5th

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

#### Learning Expectations:

##### Know: Concepts/Skills

##### Think

##### Do

#### Students should be able to:

Identify/understand key ideas and details.  
Identify/understand craft and structure.  
Identify/understand integration of knowledge and ideas.

Comprehend key ideas and details.  
Comprehend craft and structure.  
Comprehend integration of knowledge and ideas.

### KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



**LITERACY DOMAIN: READING**

**ANCHOR READING  
STANDARDS FOR  
INFORMATIONAL TEXT  
(RI)**

**FOURTH** GRADE

**ENGLISH LANGUAGE ARTS**

## College and Career readiness anchor Standards for reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources. Reading: Reading Informational Text (RI)*

## ANCHOR READING STANDARDS

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fourth grade students are required to refer to specific examples when explaining the text and drawing conclusions. Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words. At this level, students tell how or why historical events, scientific ideas or "how to" procedures happened and use the text to support their answers.

Use questions and prompts such as:

- What is the main idea of this text? How do you know?
- What are the important ideas in this text? Show where you found them in the text.
- Summarize the text from beginning to end in a few sentences.
- Which step comes first? After that? What happened first? What happened after that?
- Can you tell me how these ideas are the same? Can you tell me how they are different?
- Think about these historical events. Tell how they are connected.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RI.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>▪ How can I use what I already know with what I’ve learned in the text to make meaning?</li><li>▪ How can I learn to read between the lines to deepen my understanding?</li></ul>		
LEARNING PROGRESSIONS	Grade: 3rd	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	Grade: 4th	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
	Grade: 5th	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Differentiate between explicit and inferred information.  Identify explicit details when explaining text.  Identify explicit details when drawing inferences.	Analyze the text using details and examples.  Summarize explicit information through inferences.	Determine the similarities and differences of the experience of reading a story, drama, or poem to that of listening or viewing the audio, video, or live version of the text.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
ESSENTIAL QUESTION(S)	▪ How can I briefly and accurately express the main ideas and supporting details of the text?		
LEARNING PROGRESSIONS	Grade: 3rd	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
	Grade: 4th	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
	Grade: 5th	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the main idea and themes. Explain how details are needed to support the main idea.	Summarize text with key supporting details.	

### KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RI.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	▪ How does language in informational texts help me understand how, what, and/or why something happened?		
LEARNING PROGRESSIONS	Grade: 3rd	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
	Grade: 4th	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.	
	Grade: 5th	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify events, procedures, ideas, and concepts.  Identify character interaction led to events.	Evaluate why events, procedures, ideas, and concepts occurred with supporting details.  Summarize why events, procedures, ideas, and concepts occurred with supporting details.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
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- Making and revising predictions

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## ANCHOR READING STANDARDS

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fourth grade students continue to find the meanings of general vocabulary words specific to fourth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text. At this level, students are required to find the similarities and differences in perspectives (first and second hand) about the same event or subject. They will give descriptions about how the information is presented for each perspective.

Use questions and prompts such as:

What do you do when you come to words you do not know? (glossary, use context)

What features in the text help you find important information about what you are reading?

How is the information presented/organized in this text?

What does the author want the reader to understand about this text?

What is the author emphasizing mostly in the firsthand account?

What is the author emphasizing in the secondhand account?

Is the information provided by the author the same or different?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RI.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>▪ How can I learn and use academic vocabulary appropriately?</li><li>▪ How can I learn and use domain-specific vocabulary appropriately?</li></ul>		
LEARNING PROGRESSIONS	Grade: 3rd	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
	Grade: 4th	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
	Grade: 5th	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify general academic words and phrases.  Identify domain-specific words and phrases.	Analyze the meaning of general academic phrases.  Evaluate the meaning of domain-specific phrases.	

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**4.RI.5**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### ESSENTIAL QUESTION(S)

- How does the text structure help me understand the text?
- Why does the structure of the text matter?

### LEARNING PROGRESSIONS

<b>Grade: 3rd</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>Grade: 4th</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>Grade: 5th</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Determine the overall text structure.  
Describe the overall text structure.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	▪ How does a firsthand or secondhand account influence how the event is told?		
LEARNING PROGRESSIONS	Grade: 3rd	Distinguish their own point of view from that of the author of a text.	
	Grade: 4th	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
	Grade: 5th	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define vocabulary - compare, contrast, firsthand, secondhand.  Describe events or main ideas.	Compare accounts of the event or topic.  Contrast accounts of the event or topic.  Generalize the difference in focus and information.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

## ANCHOR READING STANDARDS

### Integration of Knowledge and Ideas

#### 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

*\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

#### 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Use questions and prompts such as:

- How does the diagram/image help you understand what you are reading?
- Can you find the reasons the author gives for his/her thinking?
- What is the same about the points presented in these texts? What is different?
- Look at these two texts about the same topic. Can you find the important information from both texts to add to your notes?
- Can you tell me about the important ideas you found in each text?

INFORMATIONAL TEXT

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences



# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RI.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

### ESSENTIAL QUESTION(S)

- How do audio and visual representations express the ideas of the text?

### LEARNING PROGRESSIONS

Grade: 3rd

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Grade: 4th

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.

Grade: 5th

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

DOK Range Target  
for Instruction &  
Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should  
be able to:

Define interpret.  
Recognize nonfiction text features.  
Read graphs, charts, diagram, timelines, etc.  
Recognize interactive Web elements.

Analyze information from charts, diagrams, graphs, timelines, animations, and interactive elements.  
Analyze information visually, orally, and quantitatively.  
Evaluate how information presented visually, orally, and quantitatively aids in understanding.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.



# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.		
ESSENTIAL QUESTION(S)	▪ How does the author use reason and evidence to support the text?		
LEARNING PROGRESSIONS	Grade: 3rd	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
	Grade: 4th	Explain how an author uses reasons and evidence to support particular points in a text.	
	Grade: 5th	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize the differences between fact and opinion.  Define evidence and reason.  Identify the author’s reasons and evidence.	Evaluate how to use reasons to support points.  Evaluate how to use evidence to support points.	

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RI.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
ESSENTIAL QUESTION(S)	▪ How can I present information from two texts to demonstrate understanding?		
LEARNING PROGRESSIONS	Grade: 3rd	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	Grade: 4th	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
	Grade: 5th	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify information within texts on the same topic.	Integrate information from two texts on the same topic.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

## ANCHOR READING STANDARDS

### Range of Reading and Level of Text Complexity

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students are required to read and understand a wide range of informational texts within the fourth to fifth grade text level efficiently, with assistance as needed at the higher end, by the end of the year.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.” Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author’s viewpoint, author’s purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD RI.10

Read and comprehend complex literary and informational texts independently and proficiently.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 4.RI.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### ESSENTIAL QUESTION(S)

- What strategies am I using to become an independent and proficient reader of informational texts?

### LEARNING PROGRESSIONS

#### Grade: 3rd

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Grade: 4th

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Grade: 5th

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Recall/understand key ideas and details.  
Identify/understand craft and structure.  
Recognize/understand integration of knowledge and ideas.

Comprehend key ideas and details.  
Comprehend craft and structure.  
Comprehend integration of knowledge and ideas.

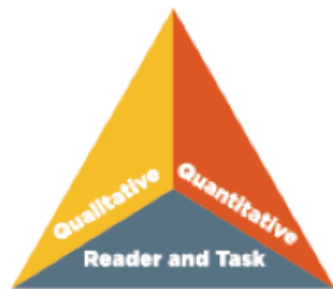
## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\*Research based strategies developed by Kyleene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



**LITERACY DOMAIN: READING**

**READING  
FOUNDATIONAL  
SKILLS (RF)**

**FOURTH** GRADE

**ENGLISH LANGUAGE ARTS**

## Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts (K-1)

Phonological Awareness (K-1)

Phonics and Word Recognition (K-5)

Fluency (K-5)

### Content Section

Print Concepts

### Reading Foundational Standard

4.RF.1 Not Applicable

### Standard Statement

This concept is addressed in Kindergarten and Grade 1 only

### Content Section

Phonological Awareness

### Reading Foundational Standard:

4.RF.1 Not Applicable

This concept is addressed in Kindergarten and Grade 1 only



# ENGLISH LANGUAGE ARTS

## READING FOUNDATIONAL SKILLS

### Reading Foundational Skills

#### Phonics and Word Recognition

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words.

se questions and prompts such as:

- Does that sound right? Does that look right?
- Does that make sense?
- Look at the word, does it look like ...?
- You said ...does it look like ...?

### BIG IDEA

- Readers with automaticity have adaptive reading skills that enable them to understand a variety of words and texts.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## READING FOUNDATIONAL SKILL 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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**4.RF.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

### ESSENTIAL QUESTION(S)

- How can I break words into parts to determine the meaning of the word?

### LEARNING PROGRESSIONS

**Grade: 3rd**

Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.

**Grade: 4th**

Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

**Grade: 5th**

Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1   ☐ 2   ☐ 3   ☐ 4

### SUBSTANDARD DECONSTRUCTION

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.

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Know grade-level phonics and word analysis skills in decoding words.

Apply grade-level phonics and word analysis in decoding words.  
Synthesize phonics and word analysis skills to decode words.

Read multisyllabic words in and out of context.  
Read words with Latin roots.

# ENGLISH LANGUAGE ARTS

## KEY STRATEGIES

- Shared Reading
- Re-reading
- Direct instruction of strategies
- Modeling, (i.e., read along with recordings, read alouds)
- Echo reading
- Paired Reading
- Reader's Theatre
- Leveled reading sets
- Sight words
- Running records

## ANCHOR READING STANDARDS

### Reading Foundational Skills

#### Fluency

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.

Use questions and prompts such as: Make your reading sound like the characters are talking. Go back and reread when it doesn't sound or look like you think it should.

### BIG IDEA

- Readers with automaticity have adaptive reading skills that enable them to understand a variety of words and texts.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, sot, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# ENGLISH LANGUAGE ARTS

## READING FOUNDATIONAL SKILL RF.4

Read with sufficient accuracy and fluency to support comprehension.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**4.RF.4**

Read with sufficient accuracy and fluency to support comprehension.

#### ESSENTIAL QUESTION(S)

- How does my fluency and accuracy affect my understanding of any text I read?
- How does my reading need to change when I read different kinds of texts?

#### LEARNING PROGRESSIONS

**Grade: 3rd**

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.

**Grade: 4th**

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Grade: 5th**

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1   ☐ 2   ☐ 3   ☐ 4

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

SUBSTANDARD DECONSTRUCTION			
a. Read grade-level text with purpose and understanding.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Identify and understand foundational reading skills.	Determine the purpose for reading on-level text.	Read on-level text fluently and accurately.

SUBSTANDARD DECONSTRUCTION			
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Apply reading strategies for accuracy, rate, and expression.	Apply reading strategies for accuracy, rate, and expression.	Reread with fluency as necessary. Read with accuracy and expression at the appropriate rate on successive readings.

SUBSTANDARD DECONSTRUCTION			
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Confirm or self-correct word recognition. Confirm or self-correct word understanding. Understand how to confirm or self-correct using context.	Confirm or self-correct word recognition and understanding.	

## KEY STRATEGIES

- Shared Reading
- Re-reading
- Direct instruction of strategies
- Modeling, (i.e., read along with recordings, read alouds)
- Echo reading
- Paired Reading
- Reader's Theatre
- Leveled reading sets
- Sight words
- Running records





# LITERACY DOMAIN: WRITING

## WRITING ANCHOR STANDARDS (W)

**FOURTH** GRADE  
ENGLISH LANGUAGE ARTS

## College and Career readiness anchor Standards for reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 tasks, purposes, and audiences.

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

## ANCHOR WRITING STANDARDS

### Text Types and Purposes \*

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
2. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fourth grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students also build their argument by linking their ideas together. At this level, students are using a variety of sentence structures and more complex sentences. They are developing the use of more complex linking phrases like (for instance, in order to, in addition).

Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, fourth grade students need to be able to choose precise vocabulary in their writing that clarifies their thinking about a topic.

Fourth grade students are required to include both an introduction and a concluding statement or section in their writing. Students need to use strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together.

Fourth grade students write informative/ explanatory pieces. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).

Fourth grade students write real and imaginative stories and students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.

## BIG IDEA

- A good ... writer uses the writing process effectively.
- A good ... writer expresses and produces his ideas in ways that connect to the reader.

## ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, sot, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

**ANCHOR  
WRITING  
STANDARD  
W.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>4.W.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How can I use reasons to support my opinion?</li> <li>How can I use information to support my opinion?</li> </ul>	
<b>LEARNING PROGRESSIONS</b>	<b>Grade: 3rd</b>	<p>Write opinion pieces on topic or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ul> <p>Decode words with common Latin suffixes.</p> <p>Decode multi-syllable words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
	<b>Grade: 4th</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>Introduce a topic or text clearly, state and opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ul>
	<b>Grade: 5th</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>Introduce a topic or text clearly, state and opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ul>
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## SUBSTANDARD DECONSTRUCTION

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.

Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	<p>Explain organizational structures.</p> <p>Explain writer's point of view.</p> <p>Explain writer's purpose.</p>	<p>Determine how to clearly introduce topic or text.</p> <p>Formulate an opinion.</p>	<p>Create an opinion piece supported with reasons and information.</p> <p>Opinion piece should include clear introduction.</p> <p>Opinion piece should include statement of opinion.</p> <p>Opinion piece should include strong organizational structure.</p>

## SUBSTANDARD DECONSTRUCTION

4.W.1b. Provide reasons that are supported by facts and details.

Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	<p>Recognize facts and details.</p>	<p>Organize by grouping ideas to support writer's purpose.</p> <p>Provide reasons supported with facts and details.</p>	<p>Opinion piece should include support by facts and details</p>

## SUBSTANDARD DECONSTRUCTION

4.W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>		<p>Link opinions and reasons using words and phrases.</p>	<p>Opinion piece should include links between opinion and reasons.</p>

## SUBSTANDARD DECONSTRUCTION

4.W.1d. Provide a concluding statement or section related to the opinion presented.

Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	<p>Explain purpose of concluding statement.</p>	<p>Provide a conclusion related to the opinion .</p>	<p>Opinion piece should include a concluding statement or section.</p>

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme , stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

**ANCHOR  
WRITING  
STANDARDS  
W.2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**4.W.2**

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

**ESSENTIAL  
QUESTION(S)**

- How can I use information to express an idea?
- How can I use domain-specific vocabulary to express ideas accurately?

**LEARNING  
PROGRESSIONS**

<b>Grade: 3rd</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
<b>Grade: 4th</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation.</p>
<b>Grade: 5th</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☐ 2    ☒ 3    ☒ 4

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

SUBSTANDARD DECONSTRUCTION			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify a clear topic. Identify related information grouped in paragraphs or sections. Identify related information containing formatting, illustrations, and multimedia when aiding comprehension.	Develop a clearly introduced topic. Develop related information grouped in paragraphs or sections. Develop related information containing formatting, illustrations, and multimedia when aiding comprehension.	Informative/explanatory texts that include clear topic introduction. Informative/explanatory texts that include related information grouped in paragraphs or sections. Informative/explanatory texts that include related information that contain formatting, illustrations, and multimedia when aiding comprehension.

SUBSTANDARD DECONSTRUCTION			
4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify topics developed with facts, definitions, concrete details, and quotations with other information and examples.	Develop topics with facts, definitions, concrete details, and quotations with other information and examples.	Informative/explanatory texts that include a topic developed with facts, definitions, concrete details, and quotations with other information and examples.

SUBSTANDARD DECONSTRUCTION			
4.W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify linked ideas within categories of information.	Develop linked ideas within categories of information using words and phrases.	Informative/explanatory texts that include ideas linked in categories of information using words and phrases .

SUBSTANDARD DECONSTRUCTION			
4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify precise language and domain-specific vocabulary to inform or explain.	Develop precise language and domain-specific vocabulary to inform or explain. Develop a related concluding statement or section.	Informative/explanatory texts that include precise language and domain-specific vocabulary to inform or explain.



SUBSTANDARD DECONSTRUCTION		4.W.2e. Provide a concluding statement or section related to the information or explanation presented.	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify a related concluding statement or section.	Informative/explanatory texts that include a concluding statement or section.	

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR WRITING STANDARDS W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**4.W.3**

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

### ESSENTIAL QUESTION(S)

- How can I use appropriate details and organization to express a real or imagined event?
- How can I use appropriate techniques to express the event more effectively?

### LEARNING PROGRESSIONS

**Grade: 3rd**

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

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use a dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

**Grade: 4th**

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**Grade: 5th**

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☐ 2    ☒ 3    ☒ 4

# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
4.W.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the story elements, structure of a narrative, and use of dialogue and description to develop experiences, events or characters.	Establish a situation, narrator, and/or characters.	Write a narrative that establishes a situation, a narrator, or characters.

SUBSTANDARD DECONSTRUCTION			
4.W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Use dialogue and description to develop experiences and events.	Write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events, and reveal characters.

SUBSTANDARD DECONSTRUCTION			
4.W.3c. Use a variety of transitional words and phrases to manage the sequence of events.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize transitional words used to develop sequence.	Sequence events logically with transitional words and phrases.	Write a narrative that uses transitional words and phrases.

SUBSTANDARD DECONSTRUCTION			
4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize transitional words used to develop sequence.	Sequence events logically with transitional words.	Write a narrative that uses transitional words and phrases.

SUBSTANDARD DECONSTRUCTION			
4.W.3e. Provide a conclusion that follows from the narrated experiences or events.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Establish aligned conclusions with the sequence of events.	Write a narrative that provides a conclusion.

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

## ANCHOR WRITING STANDARDS

### Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fourth grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.

With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).

Students in fourth grade are developing strategies with peers and adults to use digital tools. At this grade level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fourth grade students are required to be proficient in keyboarding skills (typing at least one page in a single setting).

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR WRITING STANDARD W.4

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

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.)

#### ESSENTIAL QUESTION(S)

- Why do I write?

#### LEARNING PROGRESSIONS

**Grade: 3rd**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)

b. Decode words with common Latin suffixes.

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words.

**Grade: 4th**

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.)

**Grade: 5th**

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.)

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☐ 2    ☒ 3    ☒ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Analyze the reason for writing to decide on task, purpose, or audience.

Determine suitable idea development strategies.

Determine suitable organization appropriate to the task, purpose, or audience.

Produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR WRITING STANDARD W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.)

### ESSENTIAL QUESTION(S)

- How does the writing process make me a better writer?

### LEARNING PROGRESSIONS

**Grade: 3rd**

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 3.)

**Grade: 4th**

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.)

**Grade: 5th**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☒ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Recognize how to plan with guidance and support from peers and adults.

Recognize how to revise with guidance and support from peers and adults.

Recognize how to edit with guidance and support from peers and adults.

Recognize how to rewrite with guidance and support from peers and adults.

Recognize how to try a new approach with guidance and support from peers and adults.

Know how to edit for conventions with guidance and support from peers and adults.

Develop and strengthen writing by planning with guidance and support from peers and adults.

Develop and strengthen writing by revising with guidance and support from peers and adults.

Develop and strengthen writing by editing with guidance and support from peers and adults.

Develop and strengthen writing by rewriting with guidance and support from peers and adults.

Develop and strengthen writing by trying a new approach with guidance and support from peers and adults.



## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR WRITING STANDARD W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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 type a minimum of one page in a single sitting.

### ESSENTIAL QUESTION(S)

- How can technology be used as a tool to write, publish, and/or collaborate?

### LEARNING PROGRESSIONS

**Grade: 3rd**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Grade: 4th**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Grade: 5th**

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☐ 3    ☐ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Use keyboarding skills with some guidance and support from adults.  
Use word processing to produce and publish writing with some guidance and support from adults.  
Use the Internet to communicate with others with some guidance and support from adults.

Evaluate appropriate technology tools for use with some guidance and support from adults.  
Evaluate the technology tools for producing and publishing writing with some guidance and support from adults.  
Evaluate the technology for collaborating with others with some guidance and support from adults.

Use technology to develop, revise, edit, and publish writing with some guidance and support from adults.  
Use technology to communicate and collaborate with some guidance and support from adults.  
Use keyboarding skills to type a minimum of one page in a single sitting.

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

## ANCHOR WRITING STANDARDS

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fourth grade students are required to research a topic through investigation. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic.

Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories and list the sources they used.

Fourth grade students use strategies for reading literary and information text as they investigate topics. When reading literary texts, fourth grade students have to refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students continue to determine a theme and expand this work to other genres. They are required to refer to the text to describe various story elements. When reading informational texts, fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
ESSENTIAL QUESTION(S)	▪ How can I learn more about a topic by completing a research project?		
LEARNING PROGRESSIONS	Grade: 3rd	Conduct short research projects that build knowledge about a topic.	
	Grade: 4th	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
	Grade: 5th	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Conduct short research projects	Conduct short research projects investigating different aspects of a topic	

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR WRITING STANDARD W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>▪ How can I recall and organize information accurately?</li><li>▪ How can I collect and organize information accurately?</li></ul>		
LEARNING PROGRESSIONS	Grade: 3rd	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
	Grade: 4th	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
	Grade: 5th	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify relevant information from a passage. Recall and gather relevant information from experience. Take notes. Provide source list.	Gather relevant information from print and digital sources. Categorize information. Distinguish between relevant and irrelevant information.	

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR READING STANDARD W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 4.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### ESSENTIAL QUESTION(S)

- How can I use evidence to support my purpose?

### LEARNING PROGRESSIONS

#### Grade: 3rd

Begins in grade 4.

#### Grade: 4th

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

#### Grade: 5th

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

### SUBSTANDARD DECONSTRUCTION

4.W.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify key ideas and details as evidence to support conclusions.

Analyze key ideas and details as evidence of understanding text.

### SUBSTANDARD DECONSTRUCTION

4.W.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Cite textual evidence to analyze explicit text.

Draw evidence as support for research.  
  
Reflect on key ideas and details as evidence of understanding text.



## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing

## ANCHOR WRITING STANDARDS

### Range of Writing

- 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 tasks, purposes, and audiences.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's development of a topic related to the content area for which they are writing about.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

**ANCHOR  
READING  
STANDARD  
SL.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 tasks, purposes, and audiences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.

**ESSENTIAL  
QUESTION(S)**

- Why is it important to write regularly?
- Why is it important to adopt the routine of research, reflection, and revision?
- Why is it important to write for different reasons and different audiences?

**LEARNING  
PROGRESSIONS**

<b>Grade: 3rd</b>	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.
<b>Grade: 4th</b>	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.
<b>Grade: 5th</b>	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.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☒ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Identify the various purposes for writing.

Identify and understand the various organizational structures as related to different genres or purposes of writing.

Determine when to write for short or extended time frames.

Determine the appropriate organizational structure for specific audiences and purposes.

Write for various purposes and to various audiences for short or extended time frames.

Write for a range of discipline-specific tasks, purposes, and audiences.

## KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas.
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: the words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence formation: Sentences are complete and varied in length and structure.
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



# LITERACY DOMAIN: SPEAKING AND LISTENING

## SPEAKING AND LISTENING ANCHOR STANDARDS (SL)

**FOURTH** GRADE  
ENGLISH LANGUAGE ARTS

## College and Career readiness anchor Standards for reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## ANCHOR SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Use written and oral English appropriate for various purposes and audiences.

Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Development: The topic, theme, stand/perspective, argument or character is fully developed

Organization: The text exhibits a discernible progression of ideas.

Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.

Word Choice: The words are precise, vivid, and economical.

Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Sentence Formation: Sentences are complete and varied in length and structure.

Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

### BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR SPEAKING AND LISTENING STANDARD SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

### ESSENTIAL QUESTION(S)

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?

### LEARNING PROGRESSIONS

Grade: 3rd

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 3 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

Grade: 4th

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

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade: 5th

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

DOK Range Target  
for Instruction &  
Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4



# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas from reading material.	Relate information read to discussion topics.	Engage in discussions by sharing knowledge.

SUBSTANDARD DECONSTRUCTION			
4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify ways to listen effectively. Describe discussion rules and roles.	Evaluate implementation of discussion rules and roles.	Follow agreed-upon rules during discussion. Carry out assigned roles during discussions. Listen actively to discussions and presentations.

SUBSTANDARD DECONSTRUCTION			
4.SL.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know how to answer questions and provide feedback.	Formulate questions and responses based on discussion [c]. Think critically about ideas posed.	Pose and respond to specific questions to clarify understanding. Connect comments to others' remarks.

SUBSTANDARD DECONSTRUCTION			
4.SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas presented during discussion.	Explain the topic using personal ideas, opinions, and reasoning (d). Justify responses with evidence to support reasoning.	Express ideas clearly.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING AND LISTENING STANDARD SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
ESSENTIAL QUESTION(S)	▪ How do I retell what is important when listening to and/or watching a presentation?				
LEARNING PROGRESSIONS	Grade: 3rd	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
	Grade: 4th	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
	Grade: 5th	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	

Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Paraphrase textual information presented orally from a variety of media formats.		

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR SPEAKING AND LISTENING STANDARD SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.		
ESSENTIAL QUESTION(S)	▪ How do I decide the speaker supported what he said?		
LEARNING PROGRESSIONS	Grade: 3rd	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
	Grade: 4th	Identify the reasons and evidence a speaker provides to support particular points.	
	Grade: 5th	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify speaker’s points.	Identify the reasons and evidence that support the speaker’s points.	

### KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

## ANCHOR SPEAKING AND LISTENING STANDARDS

### Presentation of Knowledge and Ideas

4. **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**
5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
6. **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

While adept at reporting on a topic or text, telling a story, or recounting an event, fourth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fourth graders will do so at an appropriate pace. Attention to details to support main ideas or themes is important in fourth grade.

Students in the fourth grade will combine audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

Students in the fourth grade should be exposed to a numerous variety of speaking tasks so they will be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse.

### BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR SPEAKING AND LISTENING STANDARD SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.				
ESSENTIAL QUESTION(S)	▪ How does the way I organize my presentation affect how my audience hears and understands the message?				
LEARNING PROGRESSIONS	Grade: 3rd	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
	Grade: 4th	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.			
	Grade: 5th	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	

Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>  Identify a topic, text, facts, and descriptive details. Identify and recall an experience. Identify clearly pronounced and enunciated words. Identify an understandable pace.	Identify a topic, text, facts, and descriptive details.  Identify and recall an experience.  Identify clearly pronounced and enunciated words.  Identify an understandable pace.	Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience.  Determine appropriate facts that support main ideas or themes.  Determine relevant descriptive details that support main ideas or themes.	Speak clearly and understandably while reporting on a topic or telling a story.  Speak clearly and understandably in an organized manner while recounting an experience.  Speak clearly and understandably using appropriate facts.  Speak clearly and understandably using relevant, descriptive details.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR SPEAKING AND LISTENING STANDARD SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
ESSENTIAL QUESTION(S)	▪ How can I use audio recordings and visual displays to make my presentation more engaging for the audience?		
LEARNING PROGRESSIONS	Grade: 3rd	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
	Grade: 4th	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
	Grade: 5th	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify main idea. Identify theme.	Determine when to enhance main idea or theme in audio.	Add audio recordings to enhance the main idea or theme.  Add visual displays to enhance the main idea or theme.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING AND LISTENING STANDARD SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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 task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)			
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>▪ Why do I need to think about the audience and purpose each time I speak?</li><li>▪ How do I decide when to use formal or informal English when speaking?</li></ul>			
LEARNING PROGRESSIONS	Grade: 3rd	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		
	Grade: 4th	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)		
	Grade: 5th	Adapt speech to a variety of contests and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)		
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Learning Expectations:	Know: Concepts/Skills	Think	Do
<b>Students should be able to:</b>	Identify audience, task, or situation. Identify characteristics of formal and informal speaking.	Distinguish between formal and informal speech. Analyze situation to determine appropriate speech use.	Speak using formal English when appropriate.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



# LITERACY DOMAIN: LANGUAGE

## LANGUAGE ANCHOR STANDARDS (L)

**FOURTH** GRADE  
ENGLISH LANGUAGE ARTS

## College and Career readiness anchor Standards for reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## ANCHOR LANGUAGE STANDARDS

### Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

Fourth grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

At this level, emphasis expands to include relative pronouns and adverbs, progressive verb tenses, prepositional phrases, and more complex, complete sentences. With conventions, students are adept at ending punctuation, comma usage, and appropriate use of capitalization. Students at this level are spelling grade level words appropriately and consulting reference materials for spelling as needed.

### BIG IDEA

- The way we use language influences how others perceive us.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR LANGUAGE STANDARDS L.1

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.L.1

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

### ESSENTIAL QUESTION(S)

- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### LEARNING PROGRESSIONS

Grade: 3rd

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

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Ensure subject-verb and pronoun-antecedent agreement. \*
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordination and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

Grade: 4th

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

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. \*
- Correctly use frequently confused words (e.g., to, too, two; there, their). \*

Grade: 5th

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

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense. \*
- Use correlative conjunctions (e.g., either/or, neither/nor).

DOK Range Target  
for Instruction &  
Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION		4.L.1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify relative pronouns and adverbs.		

SUBSTANDARD DECONSTRUCTION		4.L.1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize progressive verb tenses and modal auxiliaries/helping verbs.		

SUBSTANDARD DECONSTRUCTION		4.L.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Use modal auxiliaries to convey various conditions.	Use modal auxiliaries to convey various conditions.

SUBSTANDARD DECONSTRUCTION		4.L.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Order adjectives according to conventional patterns.	

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

SUBSTANDARD DECONSTRUCTION			
4.L.1e. Form and use prepositional phrases.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify prepositional phrases.		

SUBSTANDARD DECONSTRUCTION			
4.L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize fragments and run-ons.	Correct inappropriate fragments or run-ons in sentences.	Correct inappropriate fragments.

SUBSTANDARD DECONSTRUCTION			
4.L.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify frequently confused words/homophones.		

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.2

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

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**4.L.2**

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

### ESSENTIAL QUESTION(S)

- Why is it important for me to know and follow the rules of standard English mechanics for writing?

### LEARNING PROGRESSIONS

**Grade: 3rd**

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

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade: 4th**

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

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

**Grade: 5th**

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

- Use a punctuation to separate items in a series. \*
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

LANGUAGE

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☐ 2    ☐ 3    ☐ 4

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## SUBSTANDARD DECONSTRUCTION

4.L.2a. Use correct capitalization.

Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct capitalization in writing.		

## SUBSTANDARD DECONSTRUCTION

4.L.2b. Use commas and quotation marks to mark direct speech and quotations from a text.

Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct punctuation in writing Use commas and quotation marks in dialogue .		

## SUBSTANDARD DECONSTRUCTION

4.L.2c. Use a comma before a coordinating conjunction in a compound sentence.

Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct spelling in writing. Know coordinating conjunctions. Know that coordinating conjunctions connect two or more independent clauses. Use commas before a coordinating conjunction in a compound sentence.		

## SUBSTANDARD DECONSTRUCTION

4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recall and apply spelling rules. Identify and correct misspelled words. Know procedures to efficiently find correct spelling. Consult references as needed.		

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

## ANCHOR LANGUAGE STANDARDS

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in grade 4 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will develop strategies to convey ideas and highlight effect. They will be able to choose between situations calling for informal versus formal English language discourse. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

### BIG IDEA

- The way we use language influences how others perceive us.

### ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

#### 4.L.3

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

#### ESSENTIAL QUESTION(S)

- How can I convey my ideas effectively through word choice and punctuation?
- How does my language change based on the situation and audience?

#### LEARNING PROGRESSIONS

##### Grade: 3rd

Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Choose words and phrases for effect. \*  
b. Recognize and observe differences between the conventions of spoken and written standard English.

##### Grade: 4th

Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Choose words and phrases to convey ideas precisely. \*  
b. Choose punctuation for effect. \*  
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

##### Grade: 5th

Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.  
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☐ 3    ☐ 4

#### SUBSTANDARD DECONSTRUCTION

4.L.3a. Choose words and phrases to convey ideas precisely.

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Recognize language conventions for writing, speaking, reading, and listening.

Apply knowledge of language conventions when writing, reading or listening.  
Choose words and phrases precisely.

Use words and phrases precisely when speaking.

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

SUBSTANDARD DECONSTRUCTION			
4.L.3b. Choose punctuation for effect.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize types of punctuation. Identify punctuation that creates effect.	Choose punctuation for effect.	

SUBSTANDARD DECONSTRUCTION			
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 discussion).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize fundamentals of formal and informal English.	Differentiate between contexts that call for formal English and informal discourse.	Use knowledge of language when speaking. Use knowledge of language conventions when speaking.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

## ANCHOR LANGUAGE STANDARDS

### Vocabulary Acquisition and Use

4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
6. **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Learning words at this stage includes exploring the meaning of simple similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus). "Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children."

"General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts."

"Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature."

## BIG IDEA

- The way we use language influences how others perceive us.

## ACADEMIC VOCABULARY

affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, author's purpose, autobiography, base word, biography, bold print, caption, cause & effect, CD rom, Characteristic, chronological order, clarify, clarifying question, classify, communicate, compare, compare and contrast, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, context clues, contrast, create, define, demonstrate, describe, design, details, dialogue, dictionary, different, discuss, drama, draw conclusion, eliminate, encyclopedia, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fact, fantasy, fiction, figurative language, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, idiom, illustrate, imagery, index, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key words, list, literal language, loaded/emotional words, locate, main idea, major character, match, meter, opinion, organize, pacing, participate, perform, periodical, personification, persuade, persuasive, plan, plot, poetry, predict, problem, quantity, recognize, record, relate, resolution, rhyme, rhythm, root word, sequence, sequencing, setting, short story, similar, simile, solve, speaker, story structure, summaries, summarize, support, supporting detail, syllabication, synonym, table of contents, textbook, thesaurus, topic sentences

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

## ANCHOR LANGUAGE STANDARD L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

### ESSENTIAL QUESTION(S)

- How do I know which strategy to use to make meaning of words or phrases I don't ?

### LEARNING PROGRESSIONS

Grade: 3rd

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Grade: 4th

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.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Grade: 5th

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

DOK Range Target  
for Instruction &  
Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4



# ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
4.L.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify common context clues.	Determine the meaning of words by examining a text.  Choose from a range of vocabulary strategies to determine a word's meaning.	

SUBSTANDARD DECONSTRUCTION			
4.L.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use common reference materials Use a pronunciation guide Use reference materials to find pronunciation Use reference materials to determine the meaning of key words		

SUBSTANDARD DECONSTRUCTION			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use common reference materials. Use a pronunciation guide. Use reference materials to find pronunciation. Use reference materials to determine the meaning of key words.		

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**4.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ESSENTIAL QUESTION(S)

- How do I show I know how to use words accurately and effectively?

#### LEARNING PROGRESSIONS

**Grade: 3rd**

Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connection between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**Grade: 4th**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Grade: 5th**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☐ 4

LANGUAGE

# FOURTH GRADE

LEXILE GRADE LEVEL BAND: 740L TO 940L

SUBSTANDARD DECONSTRUCTION			
4.L.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define simple similes and metaphors, common idioms, adages, and proverbs.  Recognize simple similes, metaphors, idioms, adages, and proverbs in context.	Explain the meaning of simple similes and metaphors in context.  Distinguish between similes and metaphors.	

SUBSTANDARD DECONSTRUCTION			
4.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Explain the meaning of common idioms, adages, and proverbs.	

SUBSTANDARD DECONSTRUCTION			
4.L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify synonyms and antonyms.	Distinguish between synonyms and antonyms.	

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARD L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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).

### ESSENTIAL QUESTION(S)

What strategies will I use to learn and use words that are specific to the things I study?

### LEARNING PROGRESSIONS

#### Grade: 3rd

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., After dinner that night we went looking for them).

#### Grade: 4th

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).

#### Grade: 5th

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

## LANGUAGE

### Learning Expectations:

### Know: Concepts/Skills

### Think

### Do

#### Students should be able to:

Acquire grade appropriate general academic and domain-specific words.

Know words that signal precise actions, emotions, and states of being.

Know words that are basic to a particular topic.

Use grade appropriate general academic and domain-specific words.

Use words that signal precise actions, emotions, and states of being.

Use words that are basic to a particular topic.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
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# ENGLISH LANGUAGE ARTS

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

\*Subsumed by L.7.3a

\*Subsumed by L.9–10.1a

\*Subsumed by L.11–12.3a





# APPENDIX

## **FOURTH** GRADE ENGLISH LANGUAGE ARTS

## Appendix

### Writing

Definitions of the standards' three text types.

*The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.*

### Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

#### “Argument” and “Persuasion”

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

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## Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

## Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

## Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample "Fact vs. Fiction and All the Grey Space In Between" found in Appendix C of the Common Core State Standards documents.





# COMMON CORE

State Standards



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