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| Reading Standards for Literature (RL) |
| **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.** |
| Quote accurately from a text when explaining what the text says explicitly. |  |  |  |  |  |  |
| Quote accurately from a text when drawing inferences. |  |  |  |  |  |  |
| Differentiate between explicit and inferred information. |  |  |  |  |  |  |
| Explain how details and examples support inferences. |  |  |  |  |  |  |
| **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.** |
| 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 distinct form personal opinions or judgments. |  |  |  |  |  |  |
| **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).** |
| 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. |  |  |  |  |  |  |
| **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).** |
| Recognize words and phrases. |  |  |  |  |  |  |
| Determine the meaning of words and phrases as they are used in a text. |  |  |  |  |  |  |
| Recognize words and phrases that allude to mythical characters. Know significant Greek characters and defining characteristics. |  |  |  |  |  |  |
| Determine the meaning of words and phrases that allude to mythological characters. |  |  |  |  |  |  |
| **4.RL5 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.** |
| Differentiate between poems, drama, and prose.  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| **4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-person and third-person narrations.** |
| Define compare/ contrast, and point of view. |  |  |  |  |  |  |
| Define first-person and third-person narrations. |  |  |  |  |  |  |
| Recognize first- and third-person narrations.Identify point of view (including first-person and third-person narrations). |  |  |  |  |  |  |
| Compare the points of view (including first-person and third-person narrations). |  |  |  |  |  |  |
| Contrast the points of view (including first-person and third-person narrations). |  |  |  |  |  |  |
| **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.** |
| 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, oral or visual presentations of text. |  |  |  |  |  |  |
| **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.** |
| Identify specific details describing themes, topics, or event patterns in stories, myths, and traditional. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| **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.** |
| 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. |  |  |  |  |  |  |
| **Reading Standards for Informational Text (RI)** |
| **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.** |
| 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. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| **4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.** |
| Identify the main idea and themes. |  |  |  |  |  |  |
| Explain how details are needed to support the main idea.  |  |  |  |  |  |  |
| Summarize text with key supporting details. |  |  |  |  |  |  |
| **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.** |
| Identify events, procedures, ideas, and concepts. |  |  |  |  |  |  |
| Identify how 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. |  |  |  |  |  |  |
| **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.** |
| 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. |  |  |  |  |  |  |
| **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.** |
| Determine the overall text structure. |  |  |  |  |  |  |
| Apply Chronology Order to events, ideas, concepts, or informational text. |  |  |  |  |  |  |
| Apply Compare and Contrast of events, ideas, concepts, or informational text. |  |  |  |  |  |  |
| Apply Cause and Effect of events, ideas, concepts, or informational text. |  |  |  |  |  |  |
| Plan and Create Problem/Solution of events, ideas, concepts, or informational in a text. |  |  |  |  |  |  |
| **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.** |
| Define vocabulary - compare, contrast, firsthand and second hand. |  |  |  |  |  |  |
| Differentiate between accounts of the event or topic. |  |  |  |  |  |  |
| Contrast accounts of the event or topic. |  |  |  |  |  |  |
| Generalize the difference in focus and information. |  |  |  |  |  |  |
| **4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.** |
| Read graphs, charts, diagram, timelines, etc. |  |  |  |  |  |  |
| Recognize interactive Web elements. |  |  |  |  |  |  |
| Analyze information from charts, diagrams, graphs, and timelines.Analyze animations, and interactive elements. |  |  |  |  |  |  |
| Analyze information visually, orally, and quantitatively. |  |  |  |  |  |  |
| Evaluate how information presented visually, orally, and quantitatively aids in understanding. |  |  |  |  |  |  |
| **4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.** |
| Recognize the differences between fact and opinion. |  |  |  |  |  |  |
| Define evidence and reason. |  |  |  |  |  |  |
| Evaluate how to use reasons to support points. |  |  |  |  |  |  |
| Evaluate how to use evidence to support points. |  |  |  |  |  |  |
| **4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** |
| Identify information within texts on the same topic.  |  |  |  |  |  |  |
| Integrate information from two texts on the same topic. |  |  |  |  |  |  |
| **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.** |
| 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. |  |  |  |  |  |  |
| **Reading Standards for Foundational Skills (RF)** |
| **4. RF.3 Know and apply grade level phonics and word analysis skills in decoding words.** |
| 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 in decoding words. |  |  |  |  |  |  |
| Read words with Latin roots |  |  |  |  |  |  |
| **4.RF.4 Read with sufficient accuracy and fluency to support comprehension.** |
| Identify and understand foundational reading skills.  |  |  |  |  |  |  |
| Determine the purpose for reading on-level text. |  |  |  |  |  |  |
| Read on-level text fluently and accurately. |  |  |  |  |  |  |
| **4.RF.4.a Read grade-level text with purpose and understanding.** |
| Identify and understand foundational reading skills.  |  |  |  |  |  |  |
| Determine the purpose for reading on-level text. |  |  |  |  |  |  |
| Read on-level text fluently and accurately. |  |  |  |  |  |  |
| **4.RF.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.** |
| Read prose and poetry fluently with sufficient appreciation for the audience to understand its context and content. |  |  |  |  |  |  |
| **4.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.** |
| 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. |  |  |  |  |  |  |
| **Writing (W)** |
| **4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** |
| **4.W.1.a 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.** |
| Explain organizational structures. |  |  |  |  |  |  |
| Explain writer’s point of view. |  |  |  |  |  |  |
| Explain writer’s purpose. Determine how to clearly introduce topic or text. |  |  |  |  |  |  |
| Formulate an opinion. Create an opinion piece supported with reasons and information. |  |  |  |  |  |  |
| Opinion piece should include clear introduction. |  |  |  |  |  |  |
| Opinion piece should include statement of opinion. |  |  |  |  |  |  |
| Opinion piece should include strong organizational structure. |  |  |  |  |  |  |
| **4.W.1.b Provide reasons that are supported by facts and details.** |
| Recognize facts and details |  |  |  |  |  |  |
| Organize by grouping ideas to support writer’s purpose. |  |  |  |  |  |  |
| Provide reasons supported with facts and details. |  |  |  |  |  |  |
| Opinion piece should include support by facts and details. |  |  |  |  |  |  |
| **4.W.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).** |
| Link opinions and reasons using words and phrases. |  |  |  |  |  |  |
| Opinion piece should include links between opinion and reasons. |  |  |  |  |  |  |
| **4.W.1.d Provide a concluding statement or section related to the opinion presented.** |
| Explain purpose of concluding statement. |  |  |  |  |  |  |
| Provide a conclusion related to the opinion. |  |  |  |  |  |  |
| Opinion piece should include a concluding statement or section. |  |  |  |  |  |  |
| **4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |
| **4.W.2.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.** |
| 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. |  |  |  |  |  |  |
| **4.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.** |
| 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. |  |  |  |  |  |  |
| Identify topics developed with facts, definitions, concrete details, and quotations with other information and examples. |  |  |  |  |  |  |
| **4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).** |
| 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. |  |  |  |  |  |  |
| **4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.** |
| 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. |  |  |  |  |  |  |
| **4.W.2e Provide a concluding statement or section related to the information or explanation presented** |
| Identify a related concluding statement or section. |  |  |  |  |  |  |
| Informative/explanatory texts that include a concluding statement or section. |  |  |  |  |  |  |
| **4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**  |
| **4.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.** |
| 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. |  |  |  |  |  |  |
| **4.W.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.** |
| 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. |  |  |  |  |  |  |
| **4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.** |
| Recognize transitional words used to develop sequence.  |  |  |  |  |  |  |
| Sequence events logically with transitional words and phrases.  |  |  |  |  |  |  |
| Write a narrative that uses transitional words and phrases. |  |  |  |  |  |  |
| **4.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.** |
| Recognize transitional words used to develop sequence.  |  |  |  |  |  |  |
| Sequence events logically with transitional words.  |  |  |  |  |  |  |
| Write a narrative that uses transitional words and phrases. |  |  |  |  |  |  |
| **4.W.3.e Provide a conclusion that follows from the narrated experiences or events.** |
| Establish aligned conclusions with the sequence of events. |  |  |  |  |  |  |
| Write a narrative that provides a conclusion. |  |  |  |  |  |  |
| **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.)** |
| 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. |  |  |  |  |  |  |
| **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.)** |
| 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. |  |  |  |  |  |  |
| 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.  |  |  |  |  |  |  |
| **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.** |
| 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. |  |  |  |  |  |  |
| **4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.** |
| Conduct short research projects |  |  |  |  |  |  |
| Conduct short research projects investigating different aspects of a topic |  |  |  |  |  |  |
| **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** |
| 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. |  |  |  |  |  |  |
| **4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**  |
| **4.W.9.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].”).** |
| Identify key ideas and details as evidence to support conclusions.  |  |  |  |  |  |  |
| Analyze key ideas and details as evidence of understanding text. |  |  |  |  |  |  |
| **4.W.9.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”).** |
| Cite textual evidence to analyze explicit text.  |  |  |  |  |  |  |
| Draw evidence as support for research. |  |  |  |  |  |  |
| Reflect on key ideas and details as evidence of understanding text. |  |  |  |  |  |  |
| **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.** |
| 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. |  |  |  |  |  |  |
| **Speaking and Listening (SL)** |
| **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.**  |
| **4.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.** |
| Identify key ideas from reading material. |  |  |  |  |  |  |
| Relate information read to discussion topics. |  |  |  |  |  |  |
| Engage in discussions by sharing knowledge |  |  |  |  |  |  |
| **4.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.** |
| Identify ways to listen effectively. |  |  |  |  |  |  |
| Describe discussion rules and roles.  |  |  |  |  |  |  |
| Carry out assigned roles during discussions. |  |  |  |  |  |  |
| Evaluate implementation of discussion rules and roles.  |  |  |  |  |  |  |
| Follow agreed-upon rules during discussion. |  |  |  |  |  |  |
| Listen actively to discussions and presentations. |  |  |  |  |  |  |
| **4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.** |
| Know how to answer questions and provide feedback. |  |  |  |  |  |  |
| Formulate questions and responses based on discussion.  |  |  |  |  |  |  |
| Pose and respond to specific questions to clarify understanding. |  |  |  |  |  |  |
| Think critically about ideas posed. |  |  |  |  |  |  |
| Connect comments to others’ remarks |  |  |  |  |  |  |
| **4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.** |
| Identify key ideas presented during discussion.  |  |  |  |  |  |  |
| Explain the topic using personal ideas, opinions, and reasoning. |  |  |  |  |  |  |
| Justify responses with evidence to support reasoning. |  |  |  |  |  |  |
| Express ideas clearly. |  |  |  |  |  |  |
| **4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** |
| Paraphrase textual information presented orally from a variety of media formats. |  |  |  |  |  |  |
| **4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.** |
| Identify speaker’s points. |  |  |  |  |  |  |
| Identify the reasons and evidence that support the speaker’s points. |  |  |  |  |  |  |
| **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.** |
| 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  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| Determine appropriate facts that support main ideas or themes. |  |  |  |  |  |  |
| **4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or theme.** |
| Identify main idea and 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. |  |  |  |  |  |  |
| **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.)** |
| Identify audience, task, or situation. |  |  |  |  |  |  |
| Identify characteristics of formal and informal speaking. |  |  |  |  |  |  |
| Distinguish between formal and informal speech.  |  |  |  |  |  |  |
| Speak using formal English when appropriate. |  |  |  |  |  |  |
| Analyze situation to determine appropriate speech use.  |  |  |  |  |  |  |
| **Language (L)** |
| **4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  |
| **4.L.1a. Use relative pronouns (who, whose, whom, which, that, what) and relative adverbs (where, when, why).** |
| Identify relative pronouns and adverbs. |  |  |  |  |  |  |
| **4.L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.** |
| Recognize progressive verb tenses and modal auxiliaries/helping verbs. |  |  |  |  |  |  |
| **4.L.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.** |
| Use modal auxiliaries to convey various conditions. |  |  |  |  |  |  |
| **4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).** |
| Order adjectives according to conventional patterns. |  |  |  |  |  |  |
| **4.L.1.e Form and use prepositional phrases.** |
| Identify, form and use prepositional phrases. |  |  |  |  |  |  |
| **4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.** |
| Recognize fragments and run-ons. |  |  |  |  |  |  |
| Correct inappropriate fragments or run-ons in sentences. |  |  |  |  |  |  |
| **4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).** |
| Identify frequently confused words/homophones. |  |  |  |  |  |  |
| **4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  |
| **4.L.2.a Use correct capitalization.** |
| Apply correct punctuation in writing |  |  |  |  |  |  |
| Apply correct capitalization in writing. |  |  |  |  |  |  |
| **4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.** |
| Use commas and quotation marks in dialogue. |  |  |  |  |  |  |
| **4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.** |
| Use commas before a coordinating conjunction in a compound sentence. |  |  |  |  |  |  |
| Know that coordinating conjunctions connect two or more independent clauses. |  |  |  |  |  |  |
| Use commas before a coordinating conjunction in a compound sentence. |  |  |  |  |  |  |
| **4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.** |
| Recall and apply spelling rules. |  |  |  |  |  |  |
| Identify and correct misspelled words. |  |  |  |  |  |  |
| Know procedures to efficiently find correct spelling. |  |  |  |  |  |  |
| Consult references as needed. |  |  |  |  |  |  |
| **4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| **4.L.3.a Choose words and phrases to convey ideas precisely.** |
| 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. |  |  |  |  |  |  |
| **4.L.3.b Choose punctuation for effect.** |
| Recognize types of punctuation |  |  |  |  |  |  |
| Identify punctuation that creates effect.  |  |  |  |  |  |  |
| Choose punctuation for effect. |  |  |  |  |  |  |
| **4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where Informal discourse is appropriate (e.g., small-group discussion).** |
| Recognize fundamentals of formal and informal English. |  |  |  |  |  |  |
| Differentiate between spoken and written English. |  |  |  |  |  |  |
| Use knowledge of language conventions when speaking. |  |  |  |  |  |  |
| **4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**  |
| **4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.** |
| Identify common context clue: definitions, examples, or restatements. |  |  |  |  |  |  |
| Determine the meaning of words by examining a text |  |  |  |  |  |  |
| Choose from a range of vocabulary strategies to determine a word’s meaning. |  |  |  |  |  |  |
| **4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).** |
| Identify common Greek and Latin affixes.  |  |  |  |  |  |  |
| Use common Greek and Latin affixes and root words.  |  |  |  |  |  |  |
| **4.L.4.c 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.** |
| Use common reference materials |  |  |  |  |  |  |
| Use a pronunciation guide  |  |  |  |  |  |  |
| Use reference materials to find pronunciation |  |  |  |  |  |  |
| Use reference materials to determine the meaning of key words |  |  |  |  |  |  |
| **4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| **4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.** |
| 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. |  |  |  |  |  |  |
| **4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.** |
| Explain the meaning of common idioms, adages, and proverbs. |  |  |  |  |  |  |
| **4.L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).** |
| Identify synonyms and antonyms.  |  |  |  |  |  |  |
| Distinguish between synonyms and antonyms. |  |  |  |  |  |  |
| **4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific works and phrases, including those that signal precise actions, emotions, or states of being (e.g. wildlife, conservation, and endangered when discussing animal preservation)** |
| Acquire grade level appropriate general academic and domain-specific words. |  |  |  |  |  |  |
| Know words that signal precise actions, emotions, states of being. |  |  |  |  |  |  |
| Know words that are basic to a particular topic. |  |  |  |  |  |  |

Introduce (I) – Content and/or a Skill being introduced from the standard for the first time (i.e. not taught at a previous grade level or a significant increase in the requirement or DOK).

Reinforce (R) – The period of time of guided practice moves students towards independence, including pretesting and re-teaching if necessary to determine student understanding.

Secure (S) – At the end of reinforcing the content and/or skill, students are assessed to determine if they have a clear independent understanding (summative assessment of 80% or greater) before introducing a new concept.

Extend (E) – For greater understanding of a concept beyond the standard requirement after the content has been secured.