

Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas & Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **[RL.4.1]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Determine a theme of a story, drama, or poem from details in the text; summarize the text. **[RL.4.2]**

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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). **[RL.4.3]**

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Craft and Structure

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). (See Grade 4 Language standards 4–6 for additional expectations.) **[RL.4.4]**

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Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

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WRITING STANDARDS

Text Types and Purposes: Opinion

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]

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Provide reasons that are supported by facts and details. [W.4.1b]

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Text Types and Purposes: Narrative

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]

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Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.4.3a]

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Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[W.4.3b]**

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Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
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Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**

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Provide a conclusion that follows from the narrated experiences or events. **[W.4.3e]**

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Production and Distribution of Writing

Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **[W.4.4]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
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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.) **[W.4.5]**

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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. **[W.4.6]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
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Research to Build and Present Knowledge

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. **[W.4.8]**

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Draw evidence from literary or informational texts to support analysis, reflection, and research. **[W.4.9]**

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Range of Writing

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. **[W.4.10]**

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **[L.4.1]**

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Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **[L.4.1a]**

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Use modal auxiliaries (e.g., can, may, must) to convey various conditions. **[L.4.1c]**

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Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **[L.4.1f]**

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Correctly use frequently confused words (e.g., to, too, two; there, their). **[L.4.1g]**

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

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Use correct capitalization. **[L.4.2a]**

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Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b]

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Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c]

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Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]

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Knowledge of Language

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

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Choose words and phrases to convey ideas precisely. [L.4.3a]

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Choose punctuation for effect. [L.4.3b]

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Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). [L.4.3c]

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Vocabulary Acquisition and Use

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. **[L.4.4]**

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Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **[L.4.4a]**

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Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). **[L.4.4b]**

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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 and to identify alternate word choices in all content areas. **[L.4.4c]**

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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[L.4.5]**

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Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **[L.4.5a]**

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Recognize and explain the meaning of common idioms, adages, and proverbs. **[L.4.5b]**

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Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **[L.4.5c]**

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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). **[L.4.6]**

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