

RF4.3. Know and apply grade level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context

RF4.4. Read with sufficient accuracy and fluency to support comprehension

a. Read grade level text with purpose and understanding.

b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

c. Use Context to confirm or self-correct word recognition and understanding, rereading as necessary

RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RL4.2 Determine a theme of a story, drama, or poem from details in the text. Summarize the text

RL4.3 Describe in depth a character, setting, or event in a story, or drama, drawing on specific details in the text

RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology(see grade level Language standards 4-6 for additional expectations)

RL4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text

RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations

RL4.7 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.

RL4.9 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.

RL4.10 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.

RI4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RI4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI4.3. 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.

RI4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area(see grade level Language standards 4-6 for additional expectations)

RI4.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

RI4.6. Compare and contrast first hand, secondhand accounts of the same event or topic; describe the differences in focus and the information provided.

RI4.7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

RI4.8. Explain how an author uses reasons and evidence to support particular points in a text

RI4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI4.10. 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

L4.1. Demonstrate command of the conventions of standard English Grammar and usage when writing and speaking

- a. Use interrogative, relative pronouns (who, whose, who, which, that) and adverbs (where, when, why)
- b. Form and use progressive verb tenses
- c. Use modal auxiliaries to convey various conditions
- d. Order adjectives within sentences according to conventional patterns
- e. Form and use prepositional phrases
- f. Produce complete sentences recognizing and correcting inappropriate fragments and run ons
- g. Correctly use frequently confused words
- h. Write fluidly and legibly in cursive or joined italics

L4.2. Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization
- b. Use commas and quotations marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Form and use possessives.
- e. Spell grade appropriate words correctly consulting references as needed

L4.3. 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/informal English and to identify alternate word choices in all content areas.

L4.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content choosing flexibly from an array of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials to find the pronunciation and to clarify meaning

L4.5. Demonstrate understanding of figurative language, word relationships, and nuance in meaning.

- a. explain the meaning of simple similes and metaphors in context
- b. Recognize and explain the meaning of common idioms, adages, and proverbs
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms

L4.6. Acquire and use accurately grade appropriate conversational, general academic and domain specific words and phrases, including those that signal precise actions emotions, or states of being and that are basic to a particular topic

W4.1. Write opinion pieces on topics or texts supporting a point of view with reasons/information.

- a. Introduce the topic/text clearly, state an opinion, create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. provide reasons that are supported by facts and details
- c. Link opinion and reasons using words and phrases
- d. Provide a concluding statement or section related to the opinion presented

W4.2. Write informative explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension
- b. develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases
- d. Use precise language and domain specific vocabulary to inform about or explain the topic
- e. Provide a concluding statement or section related to the information or explanation presented.

W4.3. 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

W4.4. Produce clear and coherent writing (including multiple paragraphs) in which the development and organization are appropriate to task purpose and audience. (Grade specific expectations for writing types defined in standards 1-3 above)

W4.5. With guidance and support from peers, and adults develop and strengthen writing as needed by planning, revising, and editing

W4.6. 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

W4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic

W4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, provide a list of sources..

W4.9. Draw evidence from literary or informational texts to support analysis, reflection and research.

- a. Apply grade 4 reading standards to literature
- b. Apply grade 4 reading standards to informational texts

W4.10. Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences.

SL4.1 Engage effectively in a range of collaborative discussions with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a) Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b) Follow agreed upon rules for discussions and carry out assigned roles.

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.

d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally..

SL4.3 Identify the reasons and evidence a speaker provides to support particular points

SL4.4 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.

SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

