

# Fourth Grade

## English Language Arts



Essential Standards	Wonders Correlation
<b>Reading: Literature</b>	<b>4.RL</b>
<b>Key Ideas and Details</b>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
<b>Craft and Structure</b>	
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
<b>Reading: Informational Text</b>	<b>4.RI</b>
<b>Key Ideas and Details</b>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
<b>Craft and Structure</b>	
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Unit 1 Unit 3
<b>Integration of Knowledge and Ideas</b>	
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.	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
<b>Writing</b>	<b>4.W</b>
<b>Text Types and Purpose</b>	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>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.</li> </ul>	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

<ul style="list-style-type: none"> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information using words and phrases (e.g., another, for example, also, because).</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	Unit 6
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) 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.) <b>CA</b></p>	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
Research to Build and Present Knowledge	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 4 Reading standards</i> 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].”)</li> <li>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text.”).</li> </ul>	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
Speaking and Listening	4.SL
Comprehension and Collaboration	
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
<p>3. Identify the reasons and evidence of a speaker <b>or media source</b> provides to support particular points. <b>CA</b></p>	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6
Language	4.L
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul>	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6

<ul style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>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 <b>and to identify alternate word choices in all content areas. CA</b></li> </ul>	
<ul style="list-style-type: none"> <li>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., as <i>pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul> </li> </ul>	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6