Fourth Grade – English/Language Arts
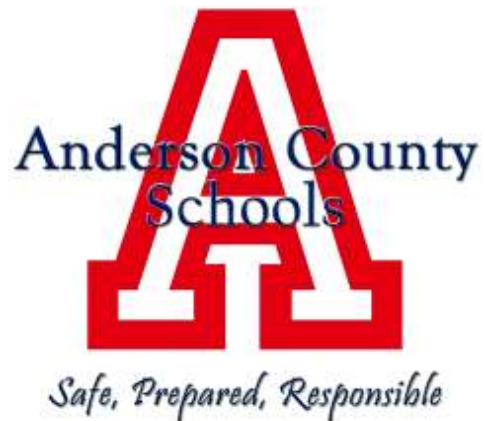
Kentucky Core Academic Standards with Targets

Student Friendly Targets

Pacing Guide

Anderson County Schools

Safe, Prepared, Responsible

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 ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.
Standards 1-3   Key Ideas and Details
Standards 4-6   Craft and Structure
Standards 7-9   Integration of Knowledge and Ideas
Standard 10   Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.
Standards 1-3   Text Types and Purposes
Standards 4-6   Production and Distribution of Writing
Standards 7-9   Research to Build and Present Knowledge
Standard 10   Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.
Standards 1-3   Comprehension and Collaboration
Standards 4-6   Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.
Standards 1-2   Conventions of Standard English
Standard 3   Knowledge of Language
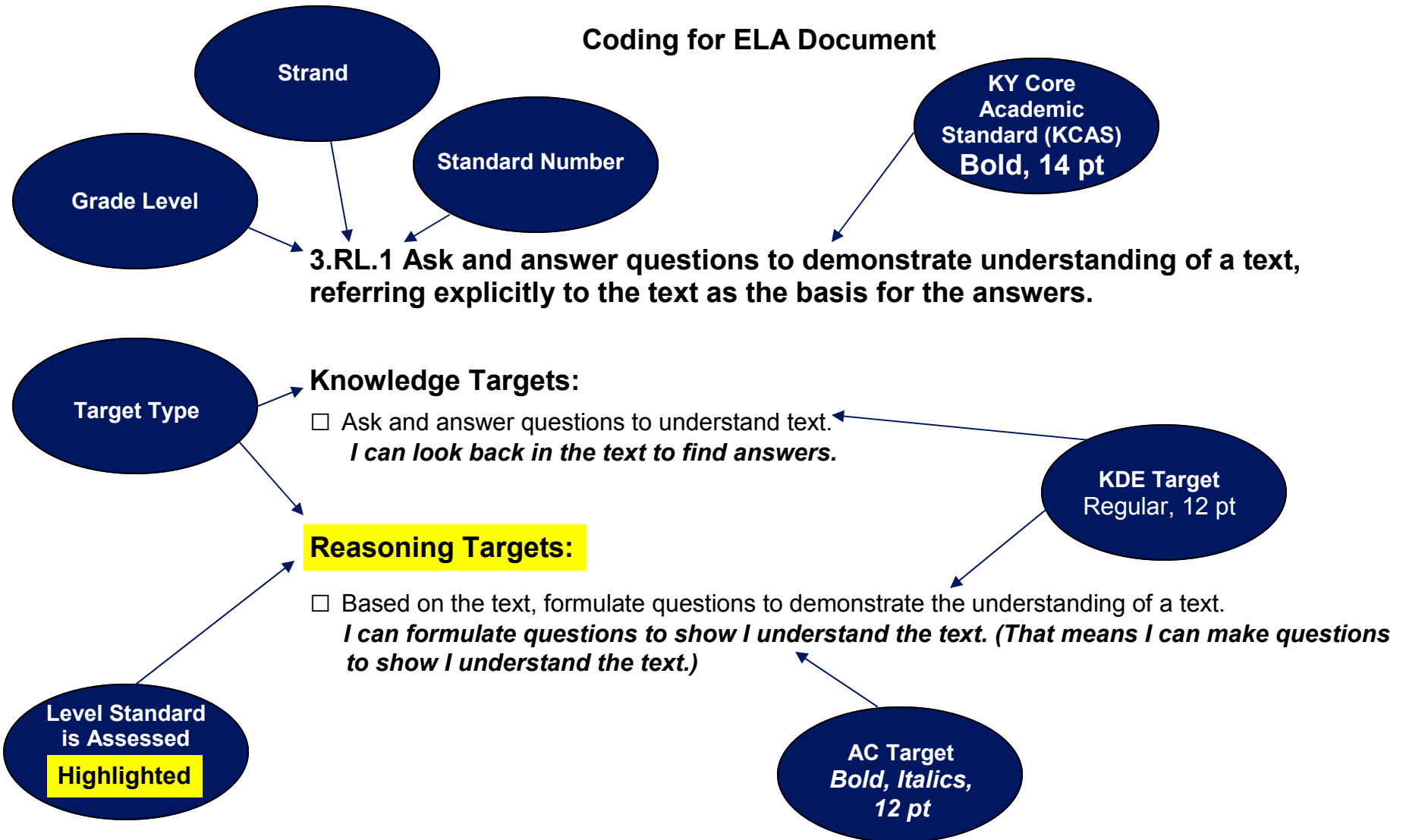Standards 4-6   Vocabulary Acquisition and Use

Development of Pacing Document

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Robin Arnzen Brandy Beasley, Sam Blackburn, Stacey Blakeman,, Julie Bowen, Carol Carter, Heather Chilton, Julie Conley, Tanya Cook, Alicia Copenhaver, LauraLee Currens, Becky Drury, Amanda Ellis, Connie Gott, Beth Harley, Carolyn Hatchett, Nicole Hicks, Linda Hill, Ashley Holloman, Lisa Hudson, Katie Hutton, Sharon Jackman, Penny Johnson, Steve Karsner, Nicole Kidwell, Teresa Miller, Kim Penn, Wayne Reese, Krista Sawyer, Jennifer Sea, Annette Shields, Holly Sills, Ashley Simms, Jeanna Slusher, Sue Welsh, Amy Wilder, Julie Wise, and Lissa Woodyard. Thanks also to Leslie Mitchell (ACMS), Mickey Ray (ACHS), and Bridget Wells (ACHS) for providing comments to the work.

North Carolina State Board of Education created a most helpful document entitled "Common Core Instructional Support Tools - Unpacking Standards". The document answers the question "What do the standards mean that a student must know and be able to do?" The "unpacking" is included in our "What Does This Standard Mean?" section. The complete North Carolina document can be found at http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/4.pdf

Coding for ELA Document

Strand

KY Core Academic Standard (KCAS) Bold, 14 pt

Standard Number

Grade Level

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Target Type

Knowledge Targets:

☐ Ask and answer questions to understand text.
   I can look back in the text to find answers.

KDE Target Regular, 12 pt

<mark>Reasoning Targets:</mark>

☐ Based on the text, formulate questions to demonstrate the understanding of a text.
   I can formulate questions to show I understand the text. (That means I can make questions to show I understand the text.)

Level Standard is Assessed <mark>Highlighted</mark>

AC Target *Bold, Italics, 12 pt*

Anderson County Elementary
Pacing Guide

English/Language Arts
Grade 4

Reading Literature

Standard	What Does This Standard Mean?	Vocabulary	Dates Taught
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. **Knowledge Targets:** ☐ Identify key details and examples in a text. (Underpinning) *I can identify key details and examples in a text.* ==**Reasoning Targets:**== ☐ Explain how details and examples from the text support making inferences. *I can explain how details and examples from the text support my inferences.* ☐ Explain the difference between explicit and inferred information. *I can explain the difference between explicit (found in text) and inferred information.*	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. Use questions and prompts such as: • 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 is this part of the story? Explain why the character is feeling this way.		Nov-Dec

4.RL.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. **Knowledge Targets:** ☐ Apply details of a text to determine the theme of a poem. *I can identify the details in a text and use them to tell the theme of the poem.* ☐ Define theme of a story. *I can identify the theme of a story.* ☐ Define theme of a drama. *I can **identify the theme of a drama.*** ☐ Define theme of a poem. I can identify the theme of a poem. <mark>**Reasoning Targets:**</mark> ☐ Summarize key ideas and details for the theme of a story. *I can **summarize key ideas for the theme in a story.*** ☐ Summarize key ideas and details for the theme of a drama. *I can summarize key ideas for the theme of a drama.* ☐ Summarize key ideas and details for the theme of a poem. *I can summarize key ideas for the theme of a poem.*			**Jan-Feb**
4.RL.3 Describe in depth character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or action). **Knowledge Targets:** ☐ Identify the character, setting, and/or events in a story. (Underpinning) *I can identify the characters, setting, and/or events in a story.* ☐ Identify specific details about characters, settings and		**character actions** **character thoughts** **character traits** **setting (time, place, weather)** **plot/events (beginning, middle, end)** **mythology**	**Oct-Nov**

		evidence	

events. (Underpinning)
I can identify specific details about characters, settings and events

- ☐ Describe a character's actions based on evidence in the text.
- *I can* **describe a character's actions based on evidence in the text.**
- ☐ Describe a character's thoughts based on evidence in the text.
- *I can* **describe a character's thoughts based on evidence in the text.**
- ☐ Describe the setting based on evidence in the text.
- *I can* **describe the setting based on evidence in the text.**
- ☐ Describe events based on evidence in the text.
- *I can* **describe a events based on evidence in the 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).

Knowledge Targets:
- ☐ Recognize words and phrases in a text that allude to significant characters found in mythology.
- *I can recognize words and phrases in a text that allude to significant characters found in mythology.*
- ☐ Know significant Greek characters and their defining characteristics.
- *I can identify well-known Greek characters and their defining character traits.*

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?
- Think about what you read. Do you

☐ Determine the meaning of words and phrases as they are used in a text. (Underpinning) *I can determine the meaning of words and phrases as they are used in a text.* ☐ Determine the meaning of words and phrases that allude to significant characters found in mythology as they are used in a text. *I can determine the meaning of words and phrases related to well-known Greek characters found in mythology as they are used in a text.*	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?		
4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verses, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.) ==**Knowledge Targets:**== ☐ Explain major differences between poems, drama, and prose. **I can explain the differences between poems, drama, and prose**. ☐ Refer to the structural elements (e.g. verse, rhyme, meter) when speaking or writing about text. **I can identify the structural elements of poems (verse, rhyme and meter).** ☐ Refer to the structural elements of drama (e.g., cast of characters settings, descriptions, dialogue, stage directions when speaking or writing about text. **I can identify the structural elements of drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when speaking or writing about text.** ☐ Refer to the structural elements (e.g., characters, settings, descriptions, dialogue) when speaking or writing about text.		prose chronology simile metaphor adage proverb idiom synonym antonym paraphrase diverse	**Aug-Sept**

I can tell the structural elements of prose (e.g., characters, settings, descriptions, dialogue.			
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. **Knowledge Targets:** ☐ Define vocabulary ☐ Define compare, contrast. (Underpinning) *I can define compare and contrast.* ☐ Define point of view. (Underpinning) *I can define point of view.* ☐ Define first and third narrations. *I can define first and third narrations.* ☐ Recognize first and third narrations. *I can identify first and third narrations.* ☐ Identify point of view (including first and third person narrations) in a variety of stories. *I can identify the point of view in a variety of stories.* <mark>**Reasoning Targets:**</mark> ☐ Compare the points of view from which different stories are narrated, including 1st and 3rd narrations. *I can compare the points of view from which different stories are narrated (1st and 3rd narrations).* ☐ Contrast the points of view from which different stories are narrated, including 1st and 3rd narrations. *I can contrast the points of view from which different stories are narrated (1st and 3rd narrations).*			**Mar-Apr**
4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of	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		**Mar-Apr**

the text, identifying where each version reflects specific descriptions and directions in the text. **Knowledge Targets:** ☐ Identify story in text, visually and orally. *I can identify story in text, visually and orally.* ☐ Identify drama in text, visually and orally. *I can identify drama in text, visually and orally.* ☐ Identify descriptions in a story in text, visually or orally. *I can identify descriptions in a story in text, visually and orally.* ☐ Identify descriptions in a drama in text, visually or orally. *I can identify descriptions in a drama or text, visually and orally.* ☐ Recognize stage directions in a story/drama both in text and a visual/oral presentation. *I can recognize stage directions in a story/drama in text and a visual/oral presentation.* <mark>**Reasoning Targets:**</mark> ☐ Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version. *I can connect text of a story or drama to the text of a visual or oral presentation recognizing the descriptions of each version.*	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?		
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. **Knowledge Targets:**	January February		**Jan-Feb**

☐ Identify specific details that describe themes in stories, myths or traditional literature from different cultures. ***I can* identify specific details that describe themes in a story, myths and traditional literature from different cultures.** ☐ Identify specific details that describe topics in stories, myths or traditional literature from different cultures. ***I can identify specific details that describe topics in a story, myth and traditional literature from different cultures.*** ☐ Identify specific details that describe patterns of events in stories, myths or traditional literature from different cultures. ***I can identify specific details that describe patterns of events in stories, myths and traditional literature from different cultures.*** ☐ Identify similarities of two or more themes in stories, myths, or traditional literature from different cultures. ***I can* identify similarities of two or more themes in stories, myths and traditional literature from different cultures.** ☐ Identify similarities of two or more topics in stories, myths, or traditional literature from different cultures. ***I can identify similarities of two or more topics in stories, myths and traditional literature from different cultures.*** ☐ Identify similarities of two or more patterns of events in stories, myths, or traditional literature from different cultures. ***I can identify similarities of two or more patterns of events in stories, myths and traditional literature from different cultures.*** ☐ Identify differences of two or more themes in stories, myths, or traditional literature from different cultures. ***I can identify differences of two or more themes in stories, myths and traditional literature from different cultures.***			

☐ Identify differences of two or more topics in stories, myths, or traditional literature from different cultures. ***I can identify differences of two or more topics in stories, myths and traditional literature from different cultures.*** ☐ Identify differences of two or more patterns of events in stories, myths, or traditional literature from different cultures. ***I can identify differences of two or more patterns of events in stories, myths and traditional literature from different cultures.*** ☐ Identify key features for comparing and contrasting themes in stories, myths, or traditional literature from different cultures. ***I can identify key features for comparing and contrasting themes in stories, myths and traditional literature from different cultures.*** ☐ Identify key features for comparing and contrasting topics in stories, myths, or traditional literature from different cultures. ***I can identify key features for comparing and contrasting topics in stories, myths and traditional literature.*** ☐ Identify key features for comparing and contrasting patterns of events in stories, myths, or traditional literature from different cultures. ***I can identify key features for comparing and contrasting patterns of events in stories, myths and traditional literature from different cultures.*** ## <mark>Reasoning Targets:</mark> ☐ Compare/contrast two or more themes in stories, myths, or traditional literature from different cultures. ***I can compare/contrast two or more themes in stories, myths or traditional literature from different cultures.*** ☐ Compare/contrast two or more topics in stories, myths, or traditional literature from different cultures. ***I can compare/contrast two or more topics (using stories,***		

myths or literature from different cultures). ☐ Compare/contrast two or more patterns of events in stories, myths, or traditional literature from different cultures. *I can compare/contrast two or more patterns of events in stories, mythos or traditional literature from different cultures.*			
4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry in grades 4-5 text complexity band and proficiently, with scaffolding as needed at the high end of the range. **Knowledge Targets:** ☐ Identify key ideas and details in literary texts at appropriate complexity. *I can identify in literary text key ideas and details.* ☐ Identify craft and structure in literary texts at appropriate complexity. *I can identify different forms of writing based on structure.* ☐ Identify integration of knowledge and ideas in literary text at appropriate complexity. *I can identify how the author includes knowledge and ideas in their writing.* <mark>**Reasoning Targets:**</mark> ☐ Comprehend key ideas and details in literary text at appropriate complexity. *I can understand in literary text key ideas and details.* ☐ Comprehend craft and structure in literary text at appropriate complexity. *I can understand different forms of writing based on structure.*	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.		**On-going**

☐ Comprehend integration of knowledge and ideas at appropriate complexity. ***I can understand how the author includes knowledge and ideas in their writing.***			
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. **Knowledge Targets:** ☐ Explain the difference between explicit and inferred information in a text. ***I can explain the difference between inferred and explicit information in a text.*** ☐ Identify details and examples when explaining what the text says explicitly. ***I can identify details and examples when explaining what the text says.*** ☐ Identify details and examples when drawing inferences from the text. ***I can identify details and examples when making inferences.*** ==**Reasoning Targets:**== ☐ Explain what the text says using details and examples when identifying explicit information. ***I can explain what the text says using details and examples.*** ☐ Explain what the text says using details and examples when drawing inferences. ***I can explain what the text explicitly says using details when making inferences.***	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.		**Nov-Dec**
4.RI.2 Determine the main idea of a text and			**Jan-Feb**

explained how it is supported by key details; summarize the text.

Knowledge Targets:
☐ Explain how the supporting details determine the main idea of a text.
I can explain how the supporting details determine the main idea.
I can determine the main idea of a text.
☐ Summarize text. (Underpinning)
I can summarize text.

☐ Summarize the text using key details.
I can summarize the text using key details that support the main idea.

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. **Knowledge Targets:** ☐ Identify events in an informational text. (Underpinning) *I can identify events in an informational text.* ☐ Identify procedures in an informational text. (Underpinning) *I can identify procedures in an informational text.* ☐ Identify ideas in an informational text. (Underpinning) *I can identify ideas in an informational text.* ☐ Identify concepts in an informational text. (Underpinning) *I can identify concepts in an informational text.* **Reasoning Targets:** ☐ Explain why the events in an informational text occurred.			**Oct-Nov**

I can explain why the events, procedures, ideas, or concepts ccurred in an informational text. ☐ Use specific information in the text to support explanation. *I can use specific information in the text to support my explanation.*			
4.RI.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.** **Knowledge Targets:** ☐ Identify general academic words and phrases in a text relevant to a grade 4 topic or subject area. *I can identify general academic words and phrases in a text relevant to a grade 4 topic or subject area.* ☐ Identify domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. *I can identify domain-specific words and phrases in a text relevant to a grade 4 topic of subject area.* ==**Reasoning Targets:**== ☐ Determine the meaning of general academic words and phrases in a text relevant to grade 4 topic or subject area. *I can determine the meaning of general academic words and phrases in a grade 4 topic or subject area.* ☐ Determine the meaning of domain-specific words and phrases in a text relevant to grade 4 topic or subject area. *I can determine domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.*	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?		**On-going**
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or			**Aug-Sept**

information in a text or part of a text.

<mark>**Knowledge Targets:**</mark>
☐ Determine the overall structure of a text (chronology).
I can identify the overall structure of a text (chronology).
☐ Determine the overall structure of a text (comparison).
I can identify the overall structure of a text (comparison).
☐ Determine the overall structure of a text (cause/effect).
I can identify the overall structure of a text (cause/effect).
☐ Determine the overall structure of a text (problem/solution).
I can identify the overall structure of a text (problem/solution).
☐ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in a text or part of a text.
I can describe the overall structure of events in a text or part of a text. (Structure means, chronology, comparison, cause/effect, problem/solution).
☐ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas in a text or part of a text.
I can describe the overall structure of ideas in a text or part of a text. (Structure means, chronology, comparison, cause/effect, problem/solution).
☐ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts in a text or part of a text.
I can describe the overall structure of concepts in a text or part of a text. (Structure means, chronology, comparison, cause/effect, problem/solution).
☐ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in a text or part of a text.
I can describe the overall structure of information in a text or part of a text. (Structure means, chronology, comparison, cause/effect, problem/solution).

			Mar-Apr
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. **Knowledge Targets:** ☐ Define compare. *I can define critical vocabulary such as : "compare, contrast, firsthand account"* ☐ Describe the events or main ideas of each account. (Underpinning) *I can describe the events or main idea of a text.* <mark>**Reasoning Targets:**</mark> ☐ Compare the accounts of the event or topic. *I can compare the first or second hand counts of an event.* ☐ Contrast the accounts of the event or topic. *I can contrast the first or second hand counts of an event.* ☐ Describe how the focus and information provided is different in each account. *I can describe how the information provided is different in each account.*			
3.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. **Knowledge Targets:** ☐ Define interpret. (Underpinning)	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:		Mar-Apr

I can define "interpret"
☐ Recognize text features of nonfiction. (Underpinning)
I can recognize non-fiction text features.
I can read a chart.
☐ Read diagram.
☐ Read timelines.
☐ Recognize interactive Web elements.
I can read graphs, charts, diagrams and timelines and interactive Web elements.

Reasoning Targets:
☐ Explain information from charts.
☐ Explain information from diagrams.
☐ Explain information from graphs.
☐ Explain information from time lines.
☐ Explain information from animations.
☐ Explain information from interactive elements.
I can explain information from charts, diagraphs, graphs, timelines, animations or interactive elements.
☐ Interpret information that is presented visually in text or in the Web.
I can interpret information that is presented visually (such as text or on the internet).
☐ Interpret information that is presented orally in text or in the Web.
I can interpret information that is presented out loud in a text or on the Web.
☐ Interpret information that is presented quantitatively in text or in the Web.
I can interpret information that is presented quantitatively in text or on the Web.
☐ Explain how information presented visually adds to a better understanding of the text or on the Web.
I can explain how information presented in a visual manner helps me to understand the text I am reading.
☐ Explain how information presented orally adds to a better

- 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?

understanding of the text or on the Web. ***I can explain how information presented out loud helps me to understand the text I am reading.*** ☐ Explain how information presented quantitatively adds to a better understanding of the text or on the Web. ***I can explain how information presented quantitatively helps me to understand the text I am reading.***			
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. **Knowledge Targets:** ☐ Recognize differences between fact and opinion. ***I can identify the differences between a fact and opinion.*** ☐ Define evidence. ***I can define "evidence."*** ☐ Define reason. ***I can define "reason."*** ☐ Identify the author's reasons and evidence ***I can identify the author's reasons and evidence.*** Reasoning Targets: ☐ Explain how an author uses reasons to support particular points in a text. ***I can explain how an author uses reasons to support particular points in a text.*** ☐ Explain how an author uses evidence to support particular points in a text. ***I can explain how an author uses evidence to support particular points in a text.***			**Mar-Apr**
3.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.			**Jan-Feb**

Knowledge Targets:
- ☐ Identify information within two texts on the same topic.

I can identify information within two texts on the same topic.

- ☐ Integrate information from two texts on same topic.

I can integrate information from two texts on the same topic.

3.RI.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. **Knowledge Targets:** ☐ Identify key ideas and details in an informational text. *I can identify key ideas and details in an informational text.* ☐ Identify craft and structure in an informational text. **I can identify craft and structure in an informational text.** ☐ Identify integration of knowledge and ideas in an informational text. **I can identify integration of knowledge and ideas in an informational text.** **Reasoning Targets:** ☐ Comprehend independently key ideas and details in an informational text. *I can comprehend independently key ideas and details in an informational text.* ☐ Comprehend independently craft and structure in an informational text.	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		**On-going**

I can comprehend independently craft and structure in an informational text. ☐ Comprehend independently integration of knowledge and ideas in an informational text. **I can comprehend independently integration of knowledge and ideas in an informational text.**	allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.		
3.FS.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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.** **Knowledge Targets:** ☐ Know grade level-level phonics and word analysis skills in decoding words. *I can decode words by using grade level phonics and word analysis .* ☐ Identify syllabication patterns. *I can identify syllabication patterns.* ☐ Identify root words. *I can identify root words.* ☐ Explain meanings of prefixes and suffixes. *I can explain what a prefix and suffix means.* ☐ Accurately read words with Latin roots. *I can accurately read the Latin root of words.* ==**Performance Skill Targets**==: ☐ Read accurately unfamiliar multisyllabic words in context and out of context. *I can accurately read unfamiliar words in and out of context.*	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. Use 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 …?		**On-going**

3. FS.4 Read with sufficient accuracy and fluency to support comprehension.
    a. Read on-level text with purpose and understanding.
    b. Read on-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.
 	
Knowledge Targets:
☐ To support comprehension, identify the purpose and understanding of text.
I can identify the purpose of the text to help me understand what I am reading.
☐ To support comprehension, identify oral reading with accuracy, appropriate rate, and expression on successive readings.
I can identify oral reading with accuracy, appropriate rate and expression
☐ To support comprehension, identify rereading, when necessary, as a strategy when confirming or self-correcting words in text. (Underpinning)
I can identify rereading as a strategy to confirm or self correct words.
☐ To support comprehension, understand how context can help to confirm or self correct word recognition.
I can identify that comprehension is a strategy to confirm or self correct words.
 	
Reasoning Targets:
	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.
			On-Going

☐ To support comprehension, determine the purpose for reading on-level text. ***I can explain the purpose for reading on my level.*** **<mark>Performance Skill Targets:</mark>** ☐ To support comprehension, read on-level text fluently and accurately. ***I can fluently and accurately read on text level. .*** ☐ To support comprehension, reread with fluency as necessary. ***I can fluently reread to help me understand what I am reading. .*** ☐ Read with accuracy. ☐ Read with appropriate rate. ☐ Read with expression on successive readings. ***I can read accurately, fluently and with expression.***			

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   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.
   b. Provide reasons that are supported by facts and details.
   c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   d. Provide a concluding statement or section related to the opinion presented.
 	
Knowledge Targets:
	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		

☐ Recognize facts and details.
I can identify facts and details. UNDERPINNING
☐ Explain organizational structures.
I can tell about organizational structures. UNDERPINNING
☐ Explain use of linking words and phrases. Explain purpose of concluding statement or section.
I can explain linking words and phrases. I can explain the purpose of concluding statement or section.
 Explain writer's purpose.
I can explain writer's purpose.
☐ Explain point of view.
I can explain point of view.

Reasoning Targets:
☐ Determine how to introduce the topic or text clearly.
I can decide how to introduce the topic clearly.
☐ Formulate an opinion.
I can formulate an opinion.
☐ Organize by grouping related ideas to support the writer's purpose.
I can organize my ideas by grouping similar items together to support my purpose.
☐ Provide reasons that are supported with facts and details.
I can provide reasons with facts and details.
☐ Link opinions and reasons using words and phrases (e.g., for instance, in order, in addition).
I can link opinions by using words and phrases (for instance, in order, in addition, etc).
☐ Provide a conclusion related to the opinion presented.
I can provide a conclusion related to the opinion.

Product Targets:
☐ Create an opinion piece on topics or texts, supporting it with reasons and information. Product should include: clear introduction of topic or text, statement of opinion, strong organizational structure in which related ideas are

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.

grouped to support the writer's purpose, reasons that are supported by facts and details, links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition), a concluding statement or section related to the opinion presented. *I can create an opinion piece that is supported with reasons and information*. **Product should include: clear introduction of topic or text, statement of opinion, strong organizational structure in which related ideas are grouped to support the writer's purpose, reasons that are supported by facts and details, links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition), a concluding statement or section related to the opinion presented.**			
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 　　a. **Introduce a topic clearly and group related information paragraphs and sections; including formatting (e.g., headings), illustration, 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 (e.g., another, for example, also, because).** 　　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. **Knowledge Targets:** ☐ Identify a topic that is clear. (Underpinning) *I can identify a topic that is clear.* ☐ Identify related-information grouped together in paragraphs and sections that contain formatting when useful in aiding comprehension. ☐ Identify related-information grouped together in paragraphs and sections that contain illustrations when useful in aiding comprehension. *I can identify related information grouped in paragraphs and illustrations that help another understand my work.* ☐ Identify related-information grouped together in paragraphs and sections that contain multimedia when useful in aiding comprehension. *I can identify related information that is grouped in paragraphs and contains multimedia to help others understand my writing.* ☐ Identify a topic developed with facts. *I can identify a topic developed with facts.* ☐ Identify a topic developed with definitions. *I can identify a topic developed with definitions.* ☐ Identify a topic developed with concrete details. *I can identify a topic developed with concrete details.* ☐ Identify a topic developed with quotations. *I can identify a topic with quotations.* ☐ Identify a topic developed with other information. *I can identify a topic developed with other information..* ☐ Identify a topic developed with examples related to the topic. *I can identify a topic developed with examples.* ☐ Identify linked ideas within categories of information using words and phrases.			

I can identify linked ideas using words and phrases.
- ☐ Identify precise language and domain-specific vocabulary to inform about or explain the topic.

I can identify precise language and vocabulary to explain the topic.
- ☐ Identify a concluding statement or section related to the information or explanation presented.

I can identify a concluding statement..

Reasoning Targets:
- ☐ Develop a topic that is clearly introduced.

I can develop a topic.
- ☐ Develop related–information grouped in paragraphs and sections that contain formatting when useful in aiding comprehension

I can develop related information grouped in paragraphs.
- ☐ Develop related-information grouped in paragraphs and sections that contain illustrations when useful in aiding comprehension.

I can develop related information grouped in paragraphs that have illustrations to help others understand my writing.
- ☐ Develop related-information grouped in paragraphs and sections that contain multimedia when useful in aiding comprehension.

I can develop related information grouped in paragraphs that contain multimedia to help others understand my writing.
- ☐ Develop a topic developed with facts.

I can develop a topic by using facts.
- ☐ Develop a topic developed with definitions.

I can develop a topic by using definitions.
- ☐ Develop a topic developed with concrete details.

I can develop a topic with concrete details.
- ☐ Develop a topic developed with quotations.

I can develop a topic with quotations.

☐ Develop a topic developed with other information.
I can develop a topic with other information.
☐ Develop a topic developed with examples related to the topic.
I can develop a topic with examples relating to the topic.
☐ Develop linked ideas within categories of information using words and phrase.
I can develop linked ideas with categories of information by using words & phrases.
☐ Develop precise language and domain-specific vocabulary to inform about or explain the topic.
I can develop precise language and vocabulary to explain my topic.
☐ Develop a concluding statement or section related to the information or explanation presented.
I can develop a concluding statement.

Product Targets:
☐ Write informative/explanatory texts that includes: a topic that is clearly introduced, related-information grouped in paragraphs and sections that contain formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; a topic developed with facts, definitions, concrete details, quotations, or other information and examples related to the topic; linked ideas within categories of information using words and phrases (e.g., another, for example, also, because); precise language and domain-specific vocabulary to inform about or explain the topic; and a concluding statement or section related to the information or explanation presented.
I can write informative/explanatory texts that includes: a topic that is clearly introduced, related-information grouped in paragraphs and sections that contain formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; a topic developed with facts, definitions, concrete details, quotations, or

other information and examples related to the topic; linked ideas within categories of information using words and phrases (e.g., another, for example, also, because); precise language and domain-specific vocabulary to inform about or explain the topic; and a concluding statement or section related to the information or explanation presented.			

4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    a. Orient the reader b 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.
 	
Knowledge Targets:
   ☐ Identify the story elements. (Underpinning)
   I can identify the story elements.
   ☐ Identify the structure of a narrative.
   I can identify the structure of a narrative.
   ☐ Identify the use of dialogue and description to develop experiences, events or characters.			

I can identify the use of dialogue to develop experiences, events or characters.

☐ Recognize transitional words use to develop sequence.

I can identify transitional words.

☐ Describe how writers use concrete and sensory details.

I can tell how writers use concrete and sensory details.

Reasoning Targets:

☐ Establish a situation, a narrator and/or characters.

I can establish a situation, narrator and/or characters.

☐ Sequence events logically using transitional words to move the events along.

I can sequence events logically using transitional words.

☐ Use dialogue and description to develop experiences and events.

I can use dialogue to develop experiences and events.

☐ Use concrete and/or sensory details to develop experiences or events.

I can use concrete/sensory details to develop experiences.

☐ Establish conclusions aligned with sequence of events.

I can establish conclusions aligned with a sequence of events.

Product Targets:

☐ Write a narrative to develop real or imagined experiences that establishes a situation, a narrator or character(s), uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters, uses transitional words and phrases, provides a conclusion.

I can write a narrative to develop real or imagined experiences that establishes a situation, a narrator or character(s), uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters, uses transitional words and phrases,

provides a conclusion.

4.W.4 Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.

Knowledge Targets:
☐ The underpinning knowledge targets are found in Writing Standards 1,2 3,7,8,9 and Language Standards 1-6)

Reasoning Targets:
☐ Analyze the reason for writing a piece to decide on task.
I can analyze the reason for writing a piece to decide on task.
☐ Analyze the reason for writing a piece to decide on purpose.
I can analyze the reason for writing a piece to decide on purpose.
☐ Analyze the reason for writing a piece to decide on audience.
I can analyze the reason for writing a piece to decide on audience.
☐ Determine suitable idea development strategies appropriate to task, purpose, and audience.
I can determine suitable idea development strategies.
☐ Determine suitable organization appropriate to task, purpose, and audience.
I can determine suitable organization.
☐ Additional underpinning reasoning targets are found in Writing Standards 1, 2, 3, 7, 8, 9)

Performance Skill Targets:
☐ (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10).

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).

Product Targets: ☐ Produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose, and audience. *I can create a writing piece that is clear, uses idea development and organization to make sense for the purpose and the audience.* Grade-specific expectations and writing types are found in Writing Standards 1-3)			
4.W.5 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 4 on pages 28 and 29.) **Knowledge Targets:** ☐ With guidance and support from peers and adults, students recognize how to plan. *I can recognize how to plan for writing with help from others .* ☐ With guidance and support from peers and adults, students recognize how to revise. *I can recognize how to revise my writing with help from others.* ☐ With guidance and support from peers and adults, students recognize how to edit. *I can recognize how to edit my writing with help from others .* ☐ With guidance and support from peers and adults, students recognize how to rewrite.			

I can recognize how to rewrite my writing with help from others . ☐ With guidance and support from peers and adults, students recognize how to try a new approach. *I can recognize how to try a new approach with my writing with help from others .* ☐ Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 4.) *I can identify editing and conventions.* **<mark>Reasoning Targets:</mark>** ☐ With guidance and support from peers and adults, students develop and strength writing by planning. *I can develop and strengthen my writing plan with help from others.* ☐ With guidance and support from peers and adults, students develop and strength writing by revising. *I can revise and strengthen my writing with help from others.* ☐ With guidance and support from peers and adults, students develop and strength writing by editing. *I can edit and strengthen my writing with help from others.* ☐ With guidance and support from peers and adults, students develop and strength writing by rewriting. *I can rewrite and strengthen my writing with help from others.* ☐ With guidance and support from peers and adults, students develop and strength writing by trying a new approach. *I can try a new approach to strengthen my writing with help from others.*			
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 setting.

Knowledge Targets:
☐ With some guidance and support use keyboard skills.
I can use keyboard skills with help.
☐ With some guidance and support know how to use word processing to produce and publish writing.
I can publish my work by using word processing with help from others.
☐ With some guidance and support know how to use the Internet to communicate with others.
I can use the internet to communicate with others with assistance.

Reasoning Targets:
☐ With some guidance and support evaluate the appropriate technology tools for producing and publishing writing.
I can evaluate the appropriate technology tools for publishing my writing with help from others.
☐ With some guidance and support evaluate the appropriate technology tools for collaborating with others..
I can use technology to collaborate with others with assistance.

<mark>Performance Skill Targets:</mark>
☐ With some guidance and support use technology, including the internet, to develop, revise, edit and publish writing.
I can use technology to develop, revise and edit and publish my writing with assistance from others.
☐ With some guidance and support use technology to communicate and collaborate with others.
I can communicate and collaborate with others using

technology with assistance. ☐ With some guidance and support use technology to use keyboard skills to type one page or more in a single setting. ***I can use keyboarding skills to type one page or more in one setting with assistance.***			
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **Knowledge Targets:** ☐ Conduct short research projects. ***I can conduct short research projects.*** <mark>**Reasoning Targets:**</mark> ☐ Conduct short research projects that investigate different aspects of a topic. ***I can conduct short research projects that look at different aspects of a topic.*** ☐ .	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.		
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. **Knowledge Targets:** ☐ Identify relevant information in a passage. *I can identify the relevant information in a passage.* ☐ Recall and gather relevant information from experience. *I can recall and gather information from an experience.* ☐ Take notes. *I can take notes.* ☐ Provide source list. *I can provide a source list.* ☐ Gather relevant information from print and digital sources. *I can gather relevant information from print and digital sources.* ☐ Categorize information. *I can categorize information.* ☐ Distinguish between relevant and irrelevant information. *I can distinguish between relevant and irrelevant information.* ==**Reasoning Targets:**== ☐ Gather relevant information from print and digital sources. *I can collect relevant information from print and digital sources.* ☐ Categorize information. *I can categorize information.* ☐ Distinguish between relevant and irrelevant information. *I can distinguish between relevant and irrelevant information.*			

4.W.9 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 3)
    b. Apply grade 4 reading standards to information texts (e.g., Explain how to author use.)
 	
Knowledge Targets:
☐ Identify key ideas and details which provide evidence to support conclusions about the text accessed through research.
☐ Cite textual evidence to support analysis of what the text says explicitly..
I can use research to identify key ideas and details which support conclusions about a text.   I can cite textual evidence to support what a text says.
 	
==**Reasoning Targets:**==
☐ Draw evidence from key ideas and details as support for research.
I can gather evidence from key ideas and details in my research.
☐ Analyze key ideas and details in a text as evidence for support understanding of text.
I can analyze key ideas and details in a text as evidence in understanding text.
☐ Reflect on key ideas and details in a text as evidence for support understanding of text.
I can reflect on key ideas and details in a text as evidence to support my understanding.			

4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and	Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for		

shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Knowledge Targets:
- ☐ Identify the various purpose for writing.
- *I can identify the purposes for writing.*
- ☐ Identify and understand the various organizational structures related to different genres on purposes for writing.
- *I can identify and understand the organizational structures related to different genres.*

Reasoning Targets:
- ☐ Determine when to write for short or extended time frames for a range of discipline-specific task, purposes, and audiences.
- *I can determine when to write for short or extended time frames for various tasks, purpose and audiences.*
- ☐ Determine the appropriate organizational structure needed for specific audiences and purposes.
- *I can determine the appropriate organizational structure needed for a specific audience and purpose.*

Performance Skill Targets:
- ☐ Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences.
- *I can write for a variety of purposes and to a variety of audiences for short or extended time frames for a specific task.*

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher

Students in grade four will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need

led) 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 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 and 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.

Knowledge Targets:
- ☐ Identify key ideas from reading material.
- *I can identify key ideas from the material I read.*
- ☐ Identify ways to listen effectively.
- *I can identify ways to effectively listen.*
- ☐ Describe discussion rules and roles.
- *I can describe discussion rules and roles.*
- ☐ Know how to pose questions and provide feedback.
- *I can ask questions and provide feedback.*
- ☐ Identify key ideas presented during discussion.
- *I can identify key ideas presented during discussion.*

Reasoning Targets:
- ☐ Relate information read to discussion topics.
- *I can relate information read to discussion topics.*

ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.

Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers" idea, sharing the floor, etc). Fourth grade students will also paraphrase portions of a text read aloud or information presented in multiple formats.

Fourth grade students should be able to identify the reasons a speaker provides to support points. This can be done through listening, questioning, and gathering information for a deeper understanding of a topic.

☐ Evaluate implementation of discussion rules and roles.

I can **implement discussion rules and roles.**

☐ Formulate questions and responses based on comments made by others during discussion.

I can **ask and answer questions based on comments made by others during discussion.**

☐ Explain the topic using personal ideas, opinions, and reasoning.

I can **explain the topic using personal ideas, opinions and reasoning.**

☐ Think critically about ideas posed.

I can **think critically about ideas posed.**

☐ Justify responses by providing evidence to support reasoning.

I can **justify my responses by providing evidence to support my reasoning.**

Performance Skill Targets:

☐ Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts.

I can participate in a variety of discussions by sharing my knowledge of 4th grade topics and texts.

☐ Listen actively to discussions and presentations.

I can **actively listen to discussions and presentations.**

☐ Follow agreed-upon rules during discussion.

I can **follow agreed upon discussion rules.**

☐ Carry out assigned roles during discussions.

I can **carry out my assigned role during discussion.**

☐ Pose and respond to specific questions to clarify understanding of discussion or presentation.

I can **ask and answer specific questions to clarify my understanding of the discussion or presentation.**

Connect comments to the remarks of others.

I can connect comments to the remarks of others.

☐ Express ideas clearly.

I can **express my ideas clearly.**

4.SL.2 Paraphrase portions of a text read aloud for information presented a diverse media and formats, including visually, quantitatively and orally. ==**Knowledge Targets:**== ☐ Paraphrase information from a text presented orally from a variety of media formats including visual. *I can paraphrase information from a text presented orally from various formats.* ☐ Paraphrase information from a text presented orally from a variety of media formats including quantitative. *I can paraphrase information from a text presented orally from various media formats (including quantitative and oral).* ☐ Paraphrase information from a text presented orally from a variety of media formats including oral. *.*			
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. **Knowledge Targets:** ☐ Identify a speaker's points. *I can identify a speaker's point..* ==**Reasoning Targets:**== ☐ Identify the reasons and evidence that support the speaker's particular points. *I can identify the reason and evidence that supports a speaker's point.*			

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.

Knowledge Targets:
- ☐ Identify a topic.
- *I can identify a topic.*
- ☐ Identify a text.
- *I can identify a text.*
- ☐ Identify facts.
- *I can identify facts.*
- ☐ Identify descriptive details.
- *I can* **identify descriptive details.**
- ☐ Identify and recall an experience.
- *I can* **identify and recall an experience.**
- ☐ Identify clearly pronounced and enunciated word.
- *I can* **clearly pronounce and enunciate words.**
- ☐ Identify understandable pace.
- *I can identify "understandable pace."*

Reasoning Targets:
- ☐ Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience.
- *I can use a logical sequence of events to tell a story, report on a topic or recount an experience.*
- ☐ Determine appropriate facts that support main ideas or themes.
- *I can determine appropriate facts that support main ideas or themes.*
- ☐ Determine relevant descriptive details that support main ideas or themes.
- *I can determine relevant descriptive details that support main ideas or themes.*

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.

Performance Skill Targets:			

Performance Skill Targets:
- ☐ Speak clearly at an understandable pace while reporting on a topic in an organized manner using appropriate facts.

I can **speak clearly at a understandable pace while reporting on a topic.**

Speak clearly at an understandable pace while telling a story using appropriate facts.

I can speak clearly at an understandable pace while telling a story.

- ☐ Speak clearly at an understandable pace while recounting an experience using appropriate facts.

I can **speak clearly at an understandable pace while recounting and experience.**

- ☐ Speak clearly at an understandable pace while reporting on a topic in an organized manner using relevant, descriptive details.

I can **speak clearly at an understandable pace while reporting on a topic in an organized manner using true and detailed descriptions.**

- ☐ Speak clearly at an understandable pace while telling a story using relevant, descriptive details.

I can **speak clearly at an understandable pace while telling a story.**

- ☐ Speak clearly at an understandable pace while recounting an experience using relevant, descriptive details

I can speak clearly at an understandable pace while recounting an experience.

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

Knowledge Targets:
- ☐ Identify main Idea.

I can identify main idea. ☐ Identify theme. *I can identify theme.* **Reasoning Targets:** ☐ Determine when appropriate to enhance main idea or theme main idea and theme in audio. *I can decide when to enhance mail idea in audio.* <mark>**Performance Skill Targets:**</mark> ☐ Add audio recordings to enhance the development of main idea or theme in presentations. *I can add audio recordings to my presentations to enhance the main idea.* ☐ Add visual displays to enhance the development of main idea or theme in presentations. *I can add visual displays to my presentations to enhance the main idea.*			
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 for specific expectations.) **Knowledge Targets:** ☐ Identify audience. *I can identify "audience."* ☐ Identify task. *I can identify "task."* ☐ Identify situation. *I can identify "situation."* ☐ Identify characteristics of formal and informal speaking.			

I can identify characteristics of formal and informal speaking.

(The underpinning knowledge targets are found in Language Standards 1 and 3).

Reasoning Targets:
- ☐ Distinguish between formal and informal speech.
- *I can distinguish between formal and informal speech.*
- ☐ Analyze situation to determine appropriate speech use (formal English or informal discourse).
- *I can analyze a situation to determine to use formal or informal speech.*

Performance Skill Targets:
- ☐ Speak using formal English when appropriate to task and situation.
- *I can speak using formal English when appropriate.*

4.L.1 Demonstrate command of the conventions of standard English grammar and use when writing or speaking. **a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).** **b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.** **c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.** **d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).**	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 student 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		

e. Form and use prepositional phrases. **f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.** **g. Correctly use frequently confused words (e.g., to, too, two, there, their).** **Knowledge Targets:** ☐ Identify pronouns. *I can identify pronouns.* ☐ Identify adverbs. *I can identify adverbs. .* ☐ Recognize progressive verb tenses. *I can identify progressive verb tenses.* ☐ Recognize modal auxiliaries/helping verbs. *I can identify modal auxiliaries/helping verbs. .* ☐ Identify prepositional phrases. *I can identify prepositional phrases.* ☐ Recognize fragments. *I can recognize fragments.* ☐ Recognize run-ons. *I can recognize run-ons .* ☐ Identify frequently confused words/homophones. *I can identify frequently confused words/homophones. .* **Reasoning Targets:** ☐ Demonstrate command of the conventions of standard English grammar and usage when writing. *I can use correct conventions& grammar when writing.* ☐ Use modal auxiliaries to convey various conditions. ☐ Order adjectives according to conventional patterns. ☐ Correct inappropriate fragments. ☐ Correct inappropriate run-ons in sentences. *I can use modal auxiliaries, order adjectives, correct fragments and run-ons in my writing.*	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.		

☐ Demonstrate command of the conventions of standard
   English grammar and usage when speaking.
☐ Use modal auxiliaries to convey various conditions.
☐ Correct inappropriate fragments.
I can use correct grammar and conventions when speaking.
I can use modal auxiliaries and correct fragments when speaking.

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge Targets:
☐ Apply correct capitalization when writing.
I can apply correct capitalization when writing.
☐ Apply correct punctuation when writing.
I can apply correct punctuation when writing.
☐ Apply correct spelling when writing.
I can apply correct spelling when writing.
☐ Use commas and quotation marks in dialogue and when quoting from a text.
I can use commas and quotation mark.
☐ Know many of the coordinating conjunctions (e.g., and but, for, or, nor, so yet) and that they connect two or more

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independent clauses (grammatically complete statements, questions or exclamations that could stand alone as full sentences).

I can identify conjunctions and that they connect two or more independent clauses.

☐ Use comma before a coordinating conjunction in a compound sentence.

I can use a comma before a coordinating conjunction in a compound sentence.

☐ Recall and apply spelling rules.

I can recall and apply spelling rules.

☐ Identify and correct misspelled words.

I can identify and correct misspelled words.

☐ Know procedures for efficiently finding correct spelling.

I can identify procedures for efficiently finding correct spelling.

☐ Consult references as needed.

I can consult references as needed.

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4.L.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 English (e.g., small-group discussion.)

Knowledge Targets:

☐ Recognize the conventions of language for writing, speaking, reading, and listening.

I can identify the conventions for writing, speaking, reading and listening.

☐ Recognize type of punctuation.

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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.

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I can recognize punctuation type.
- ☐ Recognize the fundamentals of formal and informal English
I can identify the fundamentals of formal and informal English.

Reasoning Targets:
- ☐ Apply knowledge of language when writing.
I can apply knowledge of language when writing, reading and listening.
- ☐ Apply knowledge of language when reading.
- ☐ Apply knowledge of language when listening.
- ☐ Apply knowledge of language conventions when writing.
I can apply knowledge of language conventions when writing, reading and listening.
- ☐ Apply knowledge of language conventions when reading.
- ☐ Apply knowledge of language conventions when listening.
- ☐ Choose words and phrases to convey ideas precisely when writing or speaking.
I can choose words and phrases to convey ideas when writing or speaking.
Choose punctuation for effect.
I can choose punctuation for effect.
- ☐ Differentiate between contexts that call for formal English.
I can differentiate between contexts that call for formal English.

Performance Skill Targets:
- ☐ Use knowledge of language when speaking.
I can use knowledge of language when speaking.
- ☐ Use knowledge of language conventions when speaking.
I can use knowledge of conventions when speaking.
- ☐ Use words and phrase to convey ideas precisely when speaking.
I can use words and phrases to convey ideas precisely when speaking.

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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.
   a. Use context (e.g., definitions, example, or restatements in text) 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 (e.g., telegraph, photograph, autograph).
   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.
 	
Knowledge Targets:
☐ Identify and define Greek and Latin affixes and roots.
I can identify and define Greek and Latin affixes and roots.
☐ Identify common context clues (e.g., definitions, examples, restatements) in text.
I can identify context clues in text.
☐ Use common reference materials (e.g., thesaurus, dictionary, glossary).
I can use reference materials such as thesaurus, dictionary, glossary, etc.
☐ Use a pronunciation guide.
I know how to use print and digital reference materials (e.g., dictionaries, glossaries and thesauri) to find pronunciation.
	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."

☐ Know how to use print and digital reference materials (e.g., dictionaries, glossaries and thesauri) to determine the meaning of key words and phrases. ***I can use references to determine the meaning and pronunciation of words.*** <mark>**Reasoning Targets:**</mark> ☐ Determine the meaning of unknown and multiple-meaning words by examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text). ***I can determine the meaning of unknown multiple meaning words by using clues in a text. .*** ☐ Determine the meaning of unknown and multiple-meaning words by using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., telegraph, photograph, autograph.***I can determine the meaning of unknown, multiple meanings words by using Greek and Latin affixes and roots.*** ☐ Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. ***I can use several vocabulary strategies to figure out the meaning of unknown words or phrases.***			

4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. **Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.**
    b. **Recognize and explain the meaning of common idioms, adages, and proverbs.**			

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

Knowledge Targets:
☐ Define simple similes and metaphors.
I can define simple similes and metaphors. .
☐ Define common idioms.
I can define common idioms.
☐ Define adages.
I can define adages.
☐ Define proverbs.
I can define proverbs.
☐ I can recognize simple similes in context.
I can recognize similes in context.
☐ Recognize metaphors in context.
I can recognize metaphors in context.
☐ Recognize idioms in context.
I can idioms in context.
☐ Recognize adages in context.
I can recognize adages in context.
☐ Recognize proverbs in context.
I can recognize proverbs in context.
☐ Identify synonyms and antonyms.
I can identify synonyms and antonyms.

Reasoning Targets:
☐ Explain the meaning of simple similes and metaphors in context.
I can explain the meaning of similes and metaphors in context .
☐ Explain the meaning of common idioms, adages, and proverbs.
I can explain the meaning of idioms, adages and

proverbs.
☐ Distinguish between synonyms and antonyms.
I can tell the difference between synonyms and antonyms.
☐ Distinguish between similes and metaphors.
I can tell the difference between similes and metaphors.

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, whines, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.

Knowledge Targets:
☐ Acquire grade appropriate general academic word and phrases including those that signal precise actions.
I can use grade appropriate words and phrases that signal action.
☐ Acquire grade appropriate general academic word and phrases including those that signal emotions.
I can use grade appropriate words and phrases that signal emotion.
☐ Acquire grade appropriate general academic word and phrases including those that signal states of being.
I can use grade appropriate words and phrases that signal states of being.
☐ Acquire grade appropriate general academic word and phrases including those that signal are basic to a particular topic.
I can use grade appropriate words and phrases that are basic to a topic.
☐ Acquire grade appropriate domain-specific words and

phrases including those that signal precise actions.
I can use grade appropriate domain specific words that signal action.
☐ Acquire grade appropriate domain-specific words and phrases including those that signal emotions.
I can use grade appropriate domain-specific words that signal emotions.
☐ Acquire grade appropriate domain-specific words and phrases including those that signal states of being.
I can use grade appropriate domain-specific words that signal states of being.
☐ Acquire grade appropriate domain-specific words and phrases including those that signal are basic to a particular topic.
I can use grade appropriate words and phrases to signal a particular topic.

Reasoning Targets:
☐ Use grade appropriate general academic word and phrases including those that signal precise actions.
I can use appropriate words and phrases that signal action.
☐ Use grade appropriate general academic word and phrases including those that signal emotions.
I can use appropriate words and phrases that signal emotion.
☐ Use grade appropriate general academic word and phrases including those that signal states of being
I can use appropriate words and phrases that signal states of being.
☐ Use grade appropriate general academic word and phrases including those that signal are basic to a particular topic.
I can use appropriate words and phrases that are basic to a topic.
☐ Use grade appropriate domain-specific words and phrases

including those that signal precise actions. ***I can use appropriate domain specific words and phrases that signal action.*** ☐ Use grade appropriate domain-specific words and phrases including those that signal emotions. ***I can use appropriate domain-specific words and phrases that signal emotions.*** ☐ Use grade appropriate domain-specific words and phrases including those that signal states of being. ***I can use appropriate domain-specific words and phrases that signal state of being.*** ☐ Use grade appropriate domain-specific words and phrases including those that signal are basic to a particular topic. ***I can use appropriate domain-specific words and phrases that are basic to a topic.***			