

GRADE FOUR

GRADE FOUR				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
KEY IDEAS & DETAILS	4. RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to explain (e.g., what and why) • Key ideas/concepts, events, steps in informational texts. • Specific details that explain key ideas, events, steps • Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) • Text structure in informational texts (e.g., time, sequence, cause/effect, steps). • Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another) • Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts. 	<ul style="list-style-type: none"> • Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur. • Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read 	<ul style="list-style-type: none"> • Identify the events, key ideas/ concepts, steps in informational texts • Distinguish between key ideas and explanatory details • Identify and describe how informational and technical texts are structured • Identify words/phrases that signal explanations • Explain how ideas, events, steps are connected • Use specific information to explain what and why key events, ideas, procedures, events happened

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READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	<ul style="list-style-type: none"> Informational text Word choice Context clues Literal/ Denotative meaning Connotative meaning Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration) 	<ul style="list-style-type: none"> Authors make purposeful language choices to enhance the meaning of informational text(s). Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). 	<ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language Describe how figurative language and other language choices enhance meaning Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
	4. RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to describe Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) 	<ul style="list-style-type: none"> Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) Good readers use text features to locate relevant information. 	<ul style="list-style-type: none"> Describe the overall structure of events in an informational text or part of a text Describe the overall structure of ideas in an informational text or part of a text Describe the overall structure of concepts in an informational text or part of a text Describe the overall structure of information in an informational text or part of a text Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text

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CRAFT AND STRUCTURE	<p>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.</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare • Contrast • Firsthand account (primary) of an event or topic • Secondhand (secondary) account of an event or topic • Author's viewpoint/focus/attitude • Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text 	<ul style="list-style-type: none"> • An author's focus/viewpoint affects the choices he/she makes (e.g., style, word choice, content) in shaping a text. • Good readers look at first and secondhand account of the same event or topic to obtain different information. • Good readers recognize that the same event can be interpreted differently when told from different perspectives/viewpoints. 	<ul style="list-style-type: none"> • Identify the author's purpose for writing a text • Identify a firsthand account • Identify a secondhand account • Explain how a firsthand and secondhand account are different • Compare and contrast a firsthand and secondhand account of an event or topic

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INTEGRATION OF KNOWLEDGE & IDEAS	4. 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.	<ul style="list-style-type: none"> Characteristics of interpretation Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) Kinds of contributions (e.g., clarifies, illustrates, exemplifies, opposes, provides background) Media formats (e.g., visual, oral, quantitative) 	<ul style="list-style-type: none"> Authors choose details and illustrations to include in an informational text in order to convey meaning. Good readers use the details and illustrations available in an informational text to make meaning of the text(s). 	<ul style="list-style-type: none"> Identify the information presented in specific images (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) Integrate information from graphics/images/illustrations with words from the text to make meaning Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) Interpret how information presented visually, orally or quantitatively connects to text (e.g., clarifies, illustrates, exemplifies, opposes, provides background) Explain how the information contributes to an understanding of the text in which it appears.
	4. RI.8: Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> Recognize the differences between fact and opinion Define evidence and reason Identify the author's reasons and evidence 	<ul style="list-style-type: none"> Evaluate how to use reasons to support points Evaluate how to use evidence to support points 	<ul style="list-style-type: none">
	4. RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Compare/contrast Important points/main ideas Key/supporting details Purpose for gathering information Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) How to integrate information in a purposeful way 	<ul style="list-style-type: none"> Authors of informational text provide information and key details on topics in different ways. Good readers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose. 	<ul style="list-style-type: none"> Establish a purpose for gathering information Identify the most important points from two texts for a given purpose Identify the key/supporting details from two texts for a given purpose Use a method for managing and organizing selected information Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
READING RANGE	4. RI.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Recall/understand key ideas and details Identify/understand craft and structure Recognize/understand integration of knowledge 	<ul style="list-style-type: none"> Comprehend key ideas and details Comprehend craft and structure Comprehend integration of knowledge 	<ul style="list-style-type: none"> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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READING LITERATURE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
KEY IDEAS & DETAILS	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.	<ul style="list-style-type: none"> Text references Explicit information Inference Prediction Generalizations Background knowledge Literary elements (e.g., character, setting, events) Details and examples Author's decisions 	<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers use examples and details from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. Good readers make meaning using the details and examples in a text. 	<ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Refer to details and examples from the text when explaining what the text says Make implied inferences about literary elements and author's decisions in a text Refer to details and examples from the text when drawing inferences
	4. RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> Literary texts How to summarize Central idea(s) Theme Difference between central ideas and details in a story Characteristics of an effective summary for literary texts 	<ul style="list-style-type: none"> Authors of literary texts include details that help readers determine the theme or central idea(s). Good readers create effective summaries that capture the central idea(s) or theme of the text. 	<ul style="list-style-type: none"> Determine the central idea(s) of literary text(s) Determine the theme of literary text(s) Identify the difference between central ideas and details in a story Identify the characteristics of an effective summary for literary texts Determine a theme of a story, drama, or poem from details in the text; summarize the text
	4. RL.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> Literary texts Key ideas Important/supporting key details Story Elements Plot (e.g., events, climax/turning point, resolution,) Conflict (man vs. man, man vs. self, man vs. nature, etc.) Characters and character roles (hero/villain, major/minor, protagonist/ antagonist) Setting (e.g., time, place) Drama Elements Scenes Dialogue Stage directions Character traits, actions, feelings, words 	<ul style="list-style-type: none"> Authors use specific details in a story or drama to describe characters, settings, or events. Good readers use specific details from a literary text to support their thinking about characters, settings or events. 	<ul style="list-style-type: none"> Identify important, specific details that support key ideas Identify and describe the plot events in a story or drama Describe the setting of a story or drama Describe or graphically represent characters (traits, thoughts, words, feelings and actions) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text

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CRAFT AND STRUCTURE	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).	<ul style="list-style-type: none"> Literary text Word choice Context clues Literal/ Denotative meaning Connotative meaning Mood Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) Words/phrases that reference well-known characters or stories (e.g., from well-known mythology, fairy tales, fables, legends) Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) 	<ul style="list-style-type: none"> Authors' choices of text structures vary according to genre. Good readers understand the structure of a text and use this information to make sense of what they read. Good readers understand that the structure of a literary text varies by genre. 	<ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language and literary devices Describe how figurative language, literary devices, and other language choices enhance meaning Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
	4. RL.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> Literary text How to explain Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter) Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) Structural elements of prose (e.g. sentence, paragraph, chapter) Relationships between parts of text and whole text 	<ul style="list-style-type: none"> Authors' choices of text structures vary according to genre. Good readers understand the structure of a text and use this information to make sense of what they read. Good readers understand that the structure of a literary text varies by genre 	<ul style="list-style-type: none"> Identify genre Identify text structures Describe the text structure of prose Describe the structural elements of poems Describe the structural elements of drama Make predictions about text based on text structures Explain major differences between poems, drama, and prose referring to their structural elements

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READING LITERATURE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	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.	<ul style="list-style-type: none"> Literary text(s) Compare Contrast Point of View (first-person, third-person) Author's view point Narrator/Narration Speaker Audience Differences between first-person and third-person narrations Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text 	<ul style="list-style-type: none"> An author's purpose for writing a piece of text affects the choices he/she makes in constructing the text including the point of view selected. Good readers recognize that there are some similarities and differences between first and third person point of view. 	<ul style="list-style-type: none"> Identify the author's purpose for writing a text Identify the point of view of a text Describe how point of view affects a literary text Differentiate between first-person and third-person narration Identify the strengths and weaknesses of using first-person and third-person point of view. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

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READING LITERATURE				
INTEGRATION OF KNOWLEDGE & IDEAS	4. RL.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none"> • How to make connections • Compare • Contrast • Illustrations (e.g., pictures, photos, drawings) • Narrative elements (e.g., character, setting, plot/events, mood) • Versions of text (e.g., written, visual, oral, print, digital) • Genre (e.g., story, drama) • Visual tools (e.g., lighting, props) • Oral tools (e.g., sound effects, music, voice) 	<ul style="list-style-type: none"> • Authors/directors make choices which can result in multiple interpretations of the same text. • Good readers make connections between the written and visual or oral presentations of a literary text to enhance their understanding. 	<ul style="list-style-type: none"> • Recognize the unique tools used in visual and oral versions of a text • Compare and contrast the written version of text to the visual or oral presentation of the same text • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
	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.	<ul style="list-style-type: none"> • Compare/Contrast • Theme(s) • Topic(s) • Culture(s) • Characteristics of various genres (e.g., multicultural literature, stories, and myths) • Author's choices (e.g., audience, word choice, text structure, mood) • Author's intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past) • Author's perspective/view point • Text-to-text, text-to-world connections • Pattern of events (e.g., the quest, problem/solution, cause/effect, explanation of a natural phenomenon) 	<ul style="list-style-type: none"> • Authors' approaches to themes and topics are influenced by their perspectives and their intentions. • Good readers compare and contrast various texts to deepen their understanding of themes and topics. 	<ul style="list-style-type: none"> • Identify the characteristics of various genres • Identify the theme of a text • Distinguish between a topic and theme • Identify and explain author's intention/purpose • Identify and explain author's perspective/view point • Identify, cite, and explain textual evidence (examples of author's choices) which reveal the author's intentions/purposes • Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures
READING RANGE	4.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> • Identify/understand key ideas and details • Identify/understand craft and structure 	<ul style="list-style-type: none"> • Comprehend key ideas and details • Comprehend craft and structure 	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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LITERACY		KNOW	UNDERSTAND	DO
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SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
COMPREHENSION & COLLABORATION	<p>4. SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 4. SL.1a. 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. 4. SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles. 4. SL.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4. SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> Identify key ideas from reading material Identify ways to listen effectively Describe discussion rules and roles Know how to answer questions and provide feedback Identify key ideas presented during discussion 	<ul style="list-style-type: none"> Relate information read to discussion topics Evaluate implementation of discussion rules and roles Formulate questions and responses based on discussion Explain the topic using personal ideas, opinions, and reasoning Think critically about ideas posed Justify responses with evidence to support reasoning 	<ul style="list-style-type: none"> Engage in discussions by sharing knowledge Listen actively to discussions and presentations Follow agreed-upon rules during discussion Carry out assign roles during discussions Pose and respond to specific questions to clarify understanding Connect comments to other's remarks Express ideas clearly
	4. SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> Paraphrase textual information presented orally from a variety of media formats 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	4. SL.3: Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> Identify speaker's points 	<ul style="list-style-type: none"> Identify the reasons and evidence that support the speaker's points 	<ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points.

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SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
PRESENTATION OF KNOWLEDGE	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.	<ul style="list-style-type: none"> Identify a topic, text, facts, and descriptive details Identify and recall an experience Identify clearly pronounced and enunciated words Identify an understandable pace 	<ul style="list-style-type: none"> Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience 	<ul style="list-style-type: none"> 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. Speak clearly and understandably while reporting on a topic or telling a story Speak clearly and understandably in an organized manner while recounting an experience Speak clearly and understandably using appropriate facts Speak clearly and understandably using relevant, descriptive details
	4. SL.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> Identify main idea Identify theme 	<ul style="list-style-type: none"> Determine when to enhance main idea or theme in audio 	<ul style="list-style-type: none"> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
	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.	<ul style="list-style-type: none"> Identify audience, task, or situation Identify characteristics of formal and informal speaking 	<ul style="list-style-type: none"> Distinguish between formal and informal speech Analyze situation to determine appropriate speech use 	<ul style="list-style-type: none"> 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. Speak using formal English when appropriate

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LANGUAGE				
CONVENTIONS OF STANDARD ENGLISH	<p>4. L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • 4. L.1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • 4. L.1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • 4. L.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. • 4. L.1d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. • 4. L.1e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • 4. L.1f. Form and use prepositional phrases. • 4. L.1g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* • 4. L.1h. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	<ul style="list-style-type: none"> • Identify relative pronouns and adverbs • Recognize progressive verb tenses and modal auxiliaries/helping verbs • Identify prepositional phrases • Recognize fragments and run-ons • Identify frequently confused words/homophones 	<ul style="list-style-type: none"> • Demonstrate command of standard English grammar and usage when writing • Use modal auxiliaries to convey various conditions • Order adjectives according to conventional patterns • Correct inappropriate fragments or run-ons in sentences 	<ul style="list-style-type: none"> • Demonstrate command of standard English grammar and usage when speaking • Use modal auxiliaries to convey various conditions • Correct inappropriate fragments
	<p>4. L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • 4. L.2a. Use correct capitalization. • 4. L.2b. Use commas and quotation marks to mark direct speech and quotations from a text. • 4. L.2c. Use a comma before a coordinating conjunction in a compound sentence. • 4. L.2d. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> • Apply correct capitalization, punctuation, and spelling in writing • Use commas and quotation marks in dialogue • Know coordinating conjunctions • Know that coordinating conjunctions connect two or more independent clauses • Use commas before a coordinating conjunction in a compound sentence • Recall and apply spelling rules • Identify and correct misspelled words • Know procedures to efficiently find correct spelling • Consult references as needed 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
KNOWLEDGE OF LANGUAGE	<p>4. L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> Recognize language conventions for writing, speaking, reading, and listening Recognize types of punctuation Recognize fundamentals of formal and informal English 	<ul style="list-style-type: none"> Apply language knowledge when writing, reading, or listening Apply knowledge of language conventions when writing, reading, or listening Choose words and phrases precisely Choose punctuation for effect Differentiate between contexts that call for formal English 	<ul style="list-style-type: none"> Use knowledge of language when speaking Use knowledge of language conventions when speaking Use words and phrases precisely when speaking
VOCABULARY ACQUISITION & USE	<p>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.</p> <ul style="list-style-type: none"> 4. L.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4. L.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 4. L.4c. 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. 	<ul style="list-style-type: none"> Identify and define Greek and Latin affixes and roots Identify common context clues Use common reference materials Use a pronunciation guide Use reference materials to find pronunciation Use reference materials to determine the meaning of key words 	<ul style="list-style-type: none"> Determine the meaning of words by examining a text Determine the meaning of words using Greek and Latin affixes and roots Choose from a range of vocabulary strategies to determine a word's meaning 	<ul style="list-style-type: none">

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LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
VOCABULARY ACQUISITION & USE	4. L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> 4. L.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 4. L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs. 4. L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<ul style="list-style-type: none"> Define simple similes and metaphors, common idioms, adages, and proverbs Recognize simple similes, metaphors, idioms, adages, and proverbs in context Identify synonyms and antonyms 	<ul style="list-style-type: none"> Explain simple similes and metaphors in context Explain common idioms, adages, and proverbs Distinguish between synonyms and antonyms Distinguish 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 state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<ul style="list-style-type: none"> Acquire grade appropriate general academic and domain-specific words Know words that signal precise actions, emotions, and states of being Know words that are basic to a particular topic 	<ul style="list-style-type: none"> Use grade appropriate general academic and domain-specific words Use words that signal precise actions, emotions, and states of being Use words that are basic to a particular topic 	<ul style="list-style-type: none"> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

GRADE FOUR

GRADE FOUR				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	4. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> Persuasion and argument Difference between relevant and irrelevant reasons/facts/support/examples 	<ul style="list-style-type: none"> Effective conclusion (e.g., one that begins to move beyond summary, call to action, next step) 	<ul style="list-style-type: none"> Identify an issue in a topic or text Distinguish the pros and cons Select an opinion/ position Develop opinion/ position/claim(s) Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides acknowledging the opposing point of view differentiating between relevant and irrelevant reasons/evidence including an appropriate variety of reasons/evidence addressing the needs of the audience, prioritizing the reasons/evidence
	4. W.1a. <i>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.</i>	<ul style="list-style-type: none"> Opinion/position Reason(s) (e.g., claims, support) Evidence (e.g., examples, statistics, data) Logical argument] Primary sources Secondary sources (e.g., UDLlib/Search) Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background) 	<ul style="list-style-type: none"> Good authors use model/examples texts to guide them as they compose their own persuasive pieces. 	<ul style="list-style-type: none"> Select an appropriate writing format Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: introducing a topic or text stating an opinion creating an organizational structure in which related ideas are grouped to support the writer's purpose providing reasons that are supported by facts and details acknowledging alternate or opposing claim(s) providing a concluding statement or section related to the opinion/position presented
	4. W.1b. <i>Provide reasons that are supported by facts and details.</i>	<ul style="list-style-type: none"> Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument) Awareness of audience Organizational patterns Strategies for dealing with opposing point of view 		<ul style="list-style-type: none"> Linking opinion/position and reasons using words and phrases
	4. W.1c. <i>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i>	<ul style="list-style-type: none"> How to avoid unsupported reasons Linking/transition words, phrases, clauses (e.g., for instance, in order to, in addition) How to use linking/transition words (e.g., on the other hand) to show relationship 		<ul style="list-style-type: none"> Using linking/transition words that show relationships
	4. W.1d. <i>Provide a concluding statement or section related to the opinion presented.</i>	<ul style="list-style-type: none"> Format choices (e.g., letters [business and friendly], simple editorial, advertisements) Effective conclusion (e.g., one that begins to move beyond summary, call to action, next step) 		

GRADE FOUR				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	4. W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews) 	<ul style="list-style-type: none"> • Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment
	4. W.2a. <i>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.</i>	<ul style="list-style-type: none"> • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) 	<ul style="list-style-type: none"> • Good authors use informative/explanatory writing to communicate information related to real-world tasks. 	<ul style="list-style-type: none"> • Select an appropriate writing form
	4. W.2b. <i>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i>	<ul style="list-style-type: none"> • Formatting devices (e.g., headings, paragraphs) • Illustrations • Multimedia • Domain-specific vocabulary • Style (e.g., formal, informal, specific to audience) 	<ul style="list-style-type: none"> • Good authors use model/example texts to guide them as they compose informative/expository texts. 	<ul style="list-style-type: none"> • Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose
	4. W.2c. <i>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</i>	<ul style="list-style-type: none"> • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis) 	<ul style="list-style-type: none"> • Good authors use model/example texts to guide them as they compose informative/expository texts. 	<ul style="list-style-type: none"> • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly by engaging the reader with an introduction/hook that presents the topic introducing the topic clearly grouping related information in paragraphs and sections addressing the needs of the audience developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic linking ideas within categories and information using words, phrases, and clauses using formatting devices to aid comprehension when appropriate using precise language and domain-specific vocabulary to inform about or explain the topic providing a concluding statement or section that follows from the information or explanation presented
	4. W.2d. <i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i>	<ul style="list-style-type: none"> • Awareness of audience • Linking /Transition words, phrases, clauses (e.g., another, for example, also, because) • Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) 	<ul style="list-style-type: none"> • Good readers and writers write to make meaning of what they read. 	
	4. W.2e. <i>Provide a concluding statement or section related to the information or explanation presented.</i>	<ul style="list-style-type: none"> • Effective conclusion/concluding statement or section (e.g., one that moves beyond <i>The End</i>) 		

GRADE FOUR

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	4. W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> • Narrative writing • Topic • Characters • Characters responses to situations • Narrator • Dialogue • Elaboration • Awareness of audience • Description 	<ul style="list-style-type: none"> • Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. • Good authors use sensory images to describe feelings, events, and/or characters. 	<ul style="list-style-type: none"> • Select/identify real or imagined experiences or event(s) to tell about • Select an appropriate writing form • Select/identify details about an event(s) and people differentiating between relevant and irrelevant details addressing the needs of the audience selecting an organizational pattern appropriate for the topic and purpose • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by • Orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally using dialogue and description to develop experiences and events or show the response of characters to situations using a variety of transitional words and phrases to manage the sequence of events using concrete words and phrases and sensory details to convey experiences and events precisely providing a conclusion that • follows from the narrated experiences or events
	4. W.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> • Relevant, concrete details/examples • Difference between relevant and irrelevant details • Transitional words and phrases • Sequence of events • Closure/ending/conclusion 		
	4. W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> • Forms (e.g., short stories, journals, poems, personal essays) • Organizational pattern(s) (e.g., chronological, reflective, flashback) • Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event) 		
	4. W.3c. Use a variety of transitional words and phrases to manage the sequence of events.	<ul style="list-style-type: none"> • Reaction/response (e.g., Why was the event important? How did the event make you feel?) 		
	4. W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<ul style="list-style-type: none"> • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) 		
	4. W.3e. Provide a conclusion that follows from the narrated experiences or events.			

GRADE FOUR

GRADE FOUR				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
PRODUCTION & DISTRIBUTION	4. W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		<ul style="list-style-type: none">Analyze the reason for writing to decide on task, purpose, or audienceDetermine suitable idea development strategiesDetermine suitable organization appropriate to the task, purpose, or audience	<ul style="list-style-type: none">Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	4. W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none">Recognize how to planRecognize how to reviseRecognize how to editRecognize how to rewriteRecognize how to try a new approachKnow how to edit for conventions	<ul style="list-style-type: none">Develop and strengthen writing by planningDevelop and strengthen writing by revisingDevelop and strengthen writing by editingDevelop and strengthen writing by rewritingDevelop and strengthen writing by trying a new approach	<ul style="list-style-type: none">
	4. W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none">Use keyboarding skillsUse word processing to produce and publish writingUse the Internet to communicate with others	<ul style="list-style-type: none">Evaluate the technology tools for producing and publishing writingEvaluate the technology for collaborating with others	<ul style="list-style-type: none">Use technology to develop, revise, edit, and publish writingUse technology to communicate and collaborateUse keyboarding skills to type a minimum of one page in a single sitting

GRADE FOUR

GRADE FOUR				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
WRITING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	4. W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> Conduct short research projects 	<ul style="list-style-type: none"> Conduct short research projects investigating different aspects of a topic 	<ul style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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.
	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.	<ul style="list-style-type: none"> Identify relevant information from a passage Recall and gather relevant information from experience Take notes Provide source list 	<ul style="list-style-type: none"> Gather relevant information from print and digital sources Categorize information Distinguish between relevant and irrelevant information 	
	4. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 4. W.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). 4. W.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 	<ul style="list-style-type: none"> Identify key ideas and details as evidence to support conclusions Cite textual evidence to analyze explicit text 	<ul style="list-style-type: none"> Draw evidence as support for research Analyze key ideas and details as evidence of understanding text Reflect on key ideas and details as evidence of understanding text 	
WRITING RANGE	4. W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Identify the various purposes for writing Identify and understand the various organizational structures as related to different genres or purposes of writing 	<ul style="list-style-type: none"> Determine when to write for short or extended time frames Determine the appropriate organizational structure for specific audiences and purposes 	<ul style="list-style-type: none"> Write for various purposes and to various audiences for short or extended time frames Write for a range of discipline-specific tasks, purposes, and audiences