

4th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas			Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	<p>7. Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.</p> <p>8. (Not applicable to literature)</p> <p>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.</p>	Integrate words and illustrations	CLUSTER	<p>7. Use text and illustrations to understand a story.</p> <p>8. Match text with appropriate illustrations from a story.</p> <p>9. Identify details that exist in the illustrations that do not appear in the text of a story.</p> <p>10. Identify details that exist in the text that do not appear in the illustrations.</p> <p>11. (Not applicable to literature)</p> <p>12. Compare characters or events, in stories, myths, and traditional literature from different cultures.</p>	<p>GUIDANCE</p> <p>Concept: Text and illustrations convey meaning in stories, myths, and traditional literature from different cultures. Skills: Match text with illustrations; identify details in a picture that were not included in the text; identify details in the text that are not included in the pictures; compare characters in stories, myths and traditional literature from different cultures; compare events in stories, myths and traditional literature from different culture Big Idea: The words and pictures in a story, myth or other traditional form of literature can provide the same or different information. The characters and events can be similar across two stories, myths or other traditional forms of literature. Essential Questions: Which illustration goes with these words? What details are in this picture that were, not in the words? What details are in these words that were not in the picture? How are the characters in these two stories, myths, or pieces of traditional literature the same? How are the events in these two stories, myths, or pieces of traditional literature the same?</p>
Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	<p>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.</p>	Understanding Text	CLUSTER	<p>10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.).</p>	<p>GUIDANCE</p> <p>Concept: Listening and shared reading, are active processes. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during group reading requires thinking and communicating. Essential Questions: Why are we reading this story, drama or poem? How do I communicate my understanding with others?</p>

4th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Use details to support understanding	Key Ideas and Details		Key Ideas and Details
CLUSTER	<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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. 		CLUSTER	<ol style="list-style-type: none"> 1. Determine details or examples in a text that help explain what the text says explicitly. 2. Identify appropriate titles for a text. 3. Sequence the steps in a set of directions or the series of events in a written recount of a past event. 	<p>GUIDANCE</p> <p>Concept: Understanding a text involves identifying what the text says explicitly and putting that information together to determine what the text is all about.</p> <p>Skills: Determine which details or examples, explain what the text says explicitly; identify an appropriate title; sequence the steps in directions; sequence events in a written recount of an event.</p> <p>Big Idea: Texts provide important information that helps the reader identify the sequence and determine what the texts are all about.</p> <p>Essential Questions: What details help explain what the text says? Which title tells what this text is all about? What is the first event? What is the first step? What came next? What came last?</p>
Craft and Structure		Use text structure to increase understanding	Craft and Structure		Craft and Structure
CLUSTER	<ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area. 5. Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 		CLUSTER	<ol style="list-style-type: none"> 4. Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a <thermometer > to measure the temperature.). 5. Determine whether a text is about a topic or an event. 6. Identify similarities between own experience and a written account of the same experience or event. 	<p>GUIDANCE</p> <p>Concept: Texts use words to tell about topics and events.</p> <p>Skills: Identify the word that completes a sentence. Determine if the text is about a topic. Determine if the text is about an event. Identify ways own experience are like the experience as described in a written account.</p> <p>Big Idea: Texts tell about topics using carefully selected words and tell about events by describing what happened.</p> <p>Essential Questions: What word completes this sentence? Is this text about a topic? Is this text about an event? How was my experience like the one described in the text?</p>

4th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Acquire additional knowledge	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
CLUSTER	7. Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		CLUSTER 7. Answer factual questions about information presented graphically or visually presented in a text. 8. Identify evidence (details and examples) that support particular points in a text. 9. Compare and contrast two texts on the same topic.	GUIDANCE Concept: Comprehension is supported by seeking information and comparing and contrasting that information across texts. Skills: Answer questions about the information in the text; answer questions about information in the graphics; identify information that supports a particular point; compare two texts on the same topic; contrast two texts on the same topic. Big Idea: The information in the words and graphics in a text provides details and examples that support understanding and can be compared and contrasted across texts. Essential Questions: What does the text tell me about that question? What do the graphics tell me about that question? What evidence supports that point? How are these two texts the same? How are these two texts different?
Range of Reading and Level of Text Complexity		Understand Text	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.		CLUSTER 10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to a text to find similarities. Read or listen to a text to determine which is most important.).	GUIDANCE Concept: Listening and shared reading is active process. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during group reading requires thinking and communicating. Essential Questions: Why are we reading this text? How do I communicate my understanding with others?

4th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR FOUNDATIONAL SKILLS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Phonics and Word Recognition		Read words	Phonics and Word Recognition	Phonics and Word Recognition
CLUSTER	<ol style="list-style-type: none"> 1. Know and apply grade-level phonics and word analysis skills in decoding words. 2. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. 		<ol style="list-style-type: none"> 1. Apply letter-sound and word analysis skills in reading words. 2. In context apply letter-sound knowledge to use context plus first letter to identify words. 3. Decode single syllable words with common spelling patterns (e.g., consonant- vowel-consonant/e or high frequency words). 4. Recognize 40 or more written words. 	GUIDANCE Concept: Letter sound knowledge plus context are important in decoding. Skills: Use first letter plus context to decode unfamiliar words; decode single syllable words; read 40 or more written words. Big Idea: Reading words is supported by letter sound knowledge, context, and memory. Essential Questions: What words fit in this sentence? What letter does the word start with? What word fits and starts with the right letter? What sounds do those letters make? How do I blend those sounds together? Have I seen that spelling pattern before? Is there another word I know that will help me read this word? How can I remember that word?
	Fluency		Fluency	Fluency
<ol style="list-style-type: none"> 4. Read with sufficient accuracy and fluency to support comprehension. 5. Read on-level text with purpose and understanding. 6. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. 7. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		Read text	<ol style="list-style-type: none"> 5. Read text comprised of familiar words with accuracy and understanding to support comprehension. 	Concept: Reading words with accuracy supports comprehension. Skills: Recognize words; decode words; monitor comprehension. Big Idea: Reading involves recognizing the words and understanding their meaning. Essential Questions: What sounds do these letters make? What word do I get when I blend those sounds together? What do these words mean? What does this text mean?

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

4th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		ANCE	UNPACKING THE EXTENDED STANDARDS
Text Types and Purposes			Text Types and Purposes			Text Types and Purposes
CLUSTER	<div><div>1.</div><div>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<ul style="list-style-type: none">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.Provide reasons that are supported by facts and details.Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</div><div>2.</div><div>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.<ul style="list-style-type: none">Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).Use precise language and domain- specific vocabulary to inform about or explain the topic.</div><div>3.</div><div>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">Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.Use dialogue and description to develop experiences and events or show the responses of characters to situations.Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.Provide a conclusion that follows from the narrated experiences or events.</div></div>		Write for multiple purposes	CLUSTER	<div><div>4.</div><div>Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information.<ul style="list-style-type: none">Select a topic or book to write about and state an opinion.List reasons that support the opinion.List facts or details to support opinion.Write to convey information clearly</div><div>5.</div><div>Select a topic and illustrations or visual/ tactile supports related it.<ul style="list-style-type: none">List words related to the topic.List facts or details related to the topic</div><div>6.</div><div>Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).</div></div>	

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

4th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	Production and Distribution of Writing		CLUSTER	Production and Distribution of Writing	Production and Distribution of Writing
	<p>7. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>8. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>9. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.</p>	Revise and publish own writing		<p>7. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>8. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>9. With guidance and support from adults, use technology to produce and publish writing*.</p>	<p>Concept: We write so that others can understand what we want them to know and so they can refer back to it.</p> <p>Skills: Identify purpose for writing; identify who will read the writing, organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing.</p> <p>Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience.</p> <p>Essential Questions: Why am I writing this? Who is going to read it? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

4th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Research to Build and Present Knowledge		Acquire Knowledge	Research to Build and Present Knowledge		Research to Build and Present Knowledge
CLUSTER	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 10. 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). 7. 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).		CLUSTER	7. Gather information about a topic from two or more sources. 8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights [ounces and pounds] and measures [inches and feet], and put it into appropriate weights and measures categories). 9. Write* in response to text being read or heard. 10. Apply grade 4 Extended Reading standards to literature (e.g., Describe an illustration in a story). 11. Apply grade 4 Extended Reading standards to informational text (e.g., Compare two texts on the same topic).	GUIDANCE Concept: Listening, reading and gathering information help build our knowledge so we can write about our ideas. Skills: Identify a topic; identify sources that will give information about the topic; identify information relevant to personal experiences; identify information from the source; sort the information into given categories; write about literature that has been read or heard; write about informational text that has been read or heard. Big Idea: Information to use in writing can be found in multiple sources, categorized in different ways, or learned by reading or listening to text for a variety of purposes. Essential Questions: What do I want to know about? Where can I find information on this topic? How can I sort the information into the categories? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?
Range of Writing		Write	Range of Writing		Range of Writing
CLUSTER	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.		CLUSTER	10. Write* routinely for a range of discipline- specific tasks, purposes, and audiences.	Concept: There are many reasons to write. Skills: Use standard writing instruments, computers or alternate writing tools to write. Understand the specific task, purpose, and audience. Big Idea: To become a good writer you have to write every day for many different reasons. Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough?

4th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Comprehension and Collaboration		Communicate collaboratively	Comprehension and Collaboration		Comprehension and Collaboration
CLUSTER	<div>1. Engage effectively in range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</div> <div>2. 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 discussions.<div><div>Follow agreed-upon rules for discussions and carry out assigned roles.</div></div></div> <div>3. 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.<div><div>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</div><div>Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multi-modally.</div><div>Identify the reasons and evidence a speaker provides to support particular points.</div></div></div>		CLUSTER	<div>1. Participate in communicative exchanges.<div><div>Communicate directly with peers in multi-turn exchanges.</div><div>Ask questions of adult or peer communication partners in multi-turn exchanges.</div><div>Clarify own ideas as requested by communication partner.</div><div>Make comments that contribute to the discussion and link to the remarks of others.</div></div></div> <div>2. Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multi-modally.</div> <div>3. Identify the points the speaker makes (e.g., after a visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).</div>	GUIDANCE

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

4th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		GUIDANCE	UNPACKING THE EXTENDED STANDARDS	
Presentation of Knowledge and Ideas		Communicate Ideas	Presentation of Knowledge and Ideas			Presentation of Knowledge and Ideas	
CLUSTER	<p>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.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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 standards 1–3 in Language for specific expectations).</p>		CLUSTER	<p>7. Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g., “What book did we read? What did you learn?”).</p> <p>8. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.</p> <p>9. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, “Did you like it?” and a simple “Yah” is acceptable).</p>		<p>Concept: Language and other representations can be used to communicate and enhance information with more or less precision, depending on the context.</p> <p>Skills: Identify facts and details about a familiar topic, story or experience; make choices or create visual, tactile or auditory representations to enhance a report or communication exchange; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p>Big Idea: Information about familiar topics, stories and experiences can be communicated and enhanced using language and other representations. Sometimes one or two words are all that are needed and at other times whole sentences are required.</p> <p>Essential Questions: What do I want to talk about? What are some things I know about that? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this well? Who will I be communicating with? Do I need to say that more clearly?</p>	

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

4th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS	
Conventions of Standard English			Conventions of Standard English			
CLUSTER	<div>1. Observe conventions of grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun- antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.</div> <div>2. Observe conventions of capitalization, punctuation, and spelling when writing. Capitalize important words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives.</div> <div>3. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</div>		Communicate conventionally	CLUSTER	<div>1. Demonstrate understandings of standard English grammar and usage when communicating.<ul style="list-style-type: none">Use comparative and superlative adjectives (e.g., I want the bigger one).Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).Use possessive pronouns (e.g., mine, my, your, his, her, our, their).</div> <div>2. Apply knowledge of letter-sound relationships and familiar spelling patterns when writing.</div> <div>3. Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.<ul style="list-style-type: none">Recognize ending punctuation.</div>	GUIDANCE

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4th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Effective Language Use		Convey thoughts and feelings	Effective Language Use		Effective Language Use
CLUSTER	1. Use language to enhance meaning and achieve particular effects when writing or speaking. 2. Choose words and phrases to convey ideas precisely.* 3. Use punctuation for effect.*		CLUSTER	1. Use language to achieve desired meaning when writing or communicating. 2. Use language to express emotions.	GUIDANCE Concept: Language is an effective means of communication. Skills: Use words, signs, or symbols to express emotions. Big Idea: Words, signs, and symbols all provide a way to express emotions. Essential Questions: How do I feel? What words can I use to describe those feelings? How can I communicate those words?

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4th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		GUIDANCE	UNPACKING THE EXTENDED STANDARDS	
Vocabulary Acquisition and Usage			Vocabulary Acquisition and Usage			Vocabulary Acquisition and Usage	
CLUSTER	<div>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.<ul style="list-style-type: none">Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).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.</div> <div>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none">Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.Recognize and explain the meaning of common idioms, adages, and proverbs.Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</div> <div>6. Acquire and use accurately grade- appropriate general academic and domain- specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</div>	Acquire and Use language	CLUSTER	<div>6. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.<ul style="list-style-type: none">Choose from an array of content related words to complete sentence read aloud by adults.Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).Demonstrate understanding of word relationships.Use simple, common idioms (e.g., you bet, it's a deal, cool).</div> <div>7. Demonstrate understanding of words by identifying other words that are the same and different in meaning.</div> <div>8. Use words appropriately across contexts including words that signal emotions and attention to topic.</div>		<div>Concept: Words have meaning across context and in relation to one another.</div> <div>Skills: Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use simple, common idioms; identify words that are the same and different as a target word; use words across contexts; use words that name emotions; use words that relate to a topic.</div> <div>Big Idea: As words are learned and used, they are related to topics, contexts, and one another.</div> <div>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What word tells when that happened? What word do I need to tell that there is more than one? How do my friends say that? What word do I know that is the same as this word? What word do I know that is the different than this word? What word says how I feel? What words do I know about this topic?</div>	

4th Grade Mathematics
Operations and Algebraic Thinking

Common Core State Standards		Essence	Extended Common Core
Use the four operations with whole numbers to solve problems.		Use operations to solve problems	Use the two operations with whole numbers to solve problems (up to 50).
Cluster	<ol style="list-style-type: none"> 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 		Cluster <ol style="list-style-type: none"> 1. Solve addition and subtraction problems when change is unknown (i.e. $8 + \quad = 10$, $6 - \quad = 3$). 2. Use part-part-whole problem, to combine two parts into one whole when whole is unknown.
Gain familiarity with factors and multiples.		Build understanding of multiplication and division	Understand relationship between multiplication and division.
Cluster	<ol style="list-style-type: none"> 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. 		Cluster <ol style="list-style-type: none"> 3. Illustrate multiplication and division by making equal sized groups using models. 4. Understand that even numbers are sets that can be shared equally between 2 people and odd sets cannot. 5. Use the symbolic representation of multiplication and division to write a number sentence.

Generate and analyze patterns.		Analyze patterns	Analyze patterns.
Cluster	5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>		Cluster 6. Use repeating shape patterns to make predictions and extend simple repeating patterns. 7. Understand the concept of counting by 2's.

4th Grade Mathematics
Number and Operations in Base Ten

Common Core State Standards		Essence	Extended Common Core	
Generalize place value understanding for multi-digit whole numbers.		Place value understanding whole numbers.	Generalize place value understanding for multi-digit whole numbers.	
Cluster	<ol style="list-style-type: none"> 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 		Cluster	<ol style="list-style-type: none"> 1. Illustrate whole numbers to 50 by composing and decomposing numbers. 2. Use a number line or hundreds chart to compare numbers greater than, less than or equal to.
Use place value understanding and properties of operations to perform multi-digit arithmetic.		Place value and properties of operations	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
Cluster	<ol style="list-style-type: none"> 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by 		Cluster	<ol style="list-style-type: none"> 3. Illustrate multiplication and division by making 2 equal sized groups up to 10.

4th Grade Mathematics
Number and Operations - Fractions

Common Core State Standards		Essence	Extended Common Core
Extend understanding of fraction equivalence and ordering.		Extend understanding of fractions	Develop understanding of fractions as numbers.
Cluster	<ol style="list-style-type: none"> 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 		<ol style="list-style-type: none"> 1. Identify whole, half, and fourth using concrete models (use continuous and discrete items). 2. Use symbolic representation for each fractional part. 3. Use a number line to identify the half between each number.

4th Grade Mathematics

Measurement and Data

Common Core State Standards		Essence	Extended Common Core
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		Solve problems involving measurement	Solve problems involving measurement time and mass.
Cluster	<ol style="list-style-type: none"> 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i> 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i> 		Cluster <ol style="list-style-type: none"> 1. Tell time to the nearest hour. 2. Compare two objects using direct comparison of mass. 3. Solve problems using appropriate vocabulary to describe differences in weight (e.g. more, less, same). 4. Use customary unit to measure weight (ounces and pounds).
Represent and interpret data.		Represent and interpret data.	Represent and interpret data.
Cluster	<ol style="list-style-type: none"> 4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i> 		Cluster <ol style="list-style-type: none"> 4. Organize and represent data using bar graphs. 5. Title and label axis of graph. 6. Answer questions posed about the collected data.

4 th Grade Mathematics Geometry			
Common Core State Standards		Essence	Extended Common Core
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		Identify lines, angles, and properties of shapes	Identify lines, angles, and properties of a shape (circle, square, rectangle, triangle, and rhombus).
Cluster	<ol style="list-style-type: none"> 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. 		<ol style="list-style-type: none"> 1. Identify angles in each shape. 2. Describe the attributes of two-dimensional shapes (i.e., number sides and angles, straight vs. curved lines).