4ᵗʰ Grade Standards

Instructional Focus:

In grade 4 instructional times should focus on four critical standards:

- reading (including literature, informational text and foundational skills)
- writing
- listening and speaking
- language

Students will continue to learn about the world and build vocabulary skills by reading a range of literature and texts on history, science, and other topics. Students will explain in detail what a text says. Students will practice writing, speaking, and using correct grammar.

1. Students will describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. Read and comprehend informational texts, including history/social studies, science, and technical texts. Read and comprehend proficiently in the grades 3, 4, and 5 text, with scaffolding as needed at the high end of the range.
2. Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information, use precise language and domain specific vocabulary to inform or explain the topic.
3. Students will engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher led) with partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Students will also identify the reasons and evidence a speaker provides to support particular points.
4. Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)
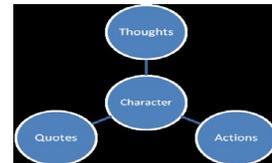
Reading Standards for Literature

Key Ideas and Details

Standard	Objective	Examples
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Students will: 1. Locate sentences within a passage to support inferences made about text	1. Teachers use questions and prompts such as: • Can you tell me the reasons why the character said …in the story? • Show me where you linked your thinking to the text. 2. Literary Graphic Organizer: As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature. • Title and author • Type of literature (story or poem) • Main character(s) • Problem • Solution • Summary 3. Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in.

RL.4.2 Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.	Students will: 1. Identify the theme or author's message. 2. Provide details and evidence from the text. 3. Sequence main ideas and events. 4. Summarize main ideas and events.	1. Teachers use questions and prompts such as: • What are the most important events that happened in the story? How do you know? • What is the theme of this text? • Summarize the story from beginning to end in a few sentences. 2. Teacher will model the process of determining a theme by thinking aloud using a well-known story (e.g., *Three Little Pigs*: collaboration or working together brings success; *The Boy Who Cried Wolf*: honesty is the best policy). • Teacher models summarizing from the text to support the theme of a story. The teacher will combine the key points in order to demonstrate generalized meaning or theme (a broader view). • Main Idea–Supporting Details Sort • Write the main idea and three to four supporting details from a selected text, each on its own note card. After students have read or heard the text read aloud, place them in small groups. Give each group a set of note cards. Allow small groups to discuss each note card and determine which of the cards has the main idea and which have supporting details. As students' comfort level with this activity increases, they can become card developers for their classmates.
RL.4.3 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).	Students will: 1. Describe in depth a character of a story or drama drawing from details from the text. 2. Describe in depth the setting of a story or drama drawing from details in the text.	1. Teachers use questions and prompts such as: • Can you tell me how the character is feeling is this part of the story? • Explain why the character is feeling this way. 2. Story Elements: When facilitating an independent or shared reading with the class, the teacher will brainstorm elements of the story that contribute to the theme of the text. Students will work with a partner to complete a graphic organizer listing possible themes with the corresponding supporting details. Each partner grouping will join another partner grouping to discuss and come to consensus. 3. Students will complete graphic organizers to show the relationship of the main character to others in text, or to show the sequence of emotions connected to events.

Craft and Structure

Standard	Objective	Examples
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).	Students will: 1. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices	1. Teachers use questions and prompts such as: • What do you do when you come to words or phrases you do not know? (use context) 2. In order to build background knowledge, teacher may read aloud examples of figurative language and various literacy devices (e.g. imagery, metaphors, similes). 3. Students will draw connections to 'modern-day' words or phrases that are used.

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Students will: 1. Complete a graphic organizer of elements for each genre. 2. Create a written or oral response explaining the difference between poems, drama and prose using structural elements from the graphic organizer.	1. Teachers use questions and prompts such as: • Can you tell me what is different about these kinds of texts? • What is the same? • Think about the story you read. • Who is telling the story? • Categorizing Structural Elements 2. Create a three-column chart. Label each column with a literary form (i.e., poetry, drama, narrative). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature and informational text that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.	Students will: 1. Identify how the use of first and third person can change the way a reader might see characters and events. 2. Find similarities in the point of view from which different stories are narrated. 3. Find differences in the point of view from which different stories are narrated.	1. Teachers may create a focus or word wall to emphasize signal words and phrases used by first person, or narrator. 2. Teachers may provide two sample passages; one written in first person point of view, one written in third person point of view for students to compare. 3. Teachers may ask students to discuss why one point of view would be more effective than the other. 4. Students may complete a graphic organizer (e.g., two-column, t-chart or Venn diagram) for comparing and contrasting the strengths and weaknesses of the two passages. 5. Teachers use questions and prompts such as: • Think about what you read. • Do you agree with the way the characters are thinking in this story? • Do you agree with the way the narrator is thinking in this story? • How is your thinking the same or different?

Integration of Knowledge and Ideas

Standard	Objective	Examples
L.4.7 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.	Students will: 1. Make connections by comparing what they read to what they visualized and heard. 2. Identify where each version reflects literary elements (plot, structure, use of genre, figurative language/language use).	1. Students will use 2-column notes, a Venn diagram, or other graphic organizer to compare notes from the text and notes from a visual or oral presentation to make a connection. 2. Teachers use questions and prompts such as: • What is the same about how the story is presented visually (illustrations) and in writing? • What is different? 3. Reciprocal Teaching: The purpose of reciprocal teaching is to facilitate group effort between the teacher and students by creating dialogue around specific segments of text. The teacher or a student assumes the role of facilitator. The dialogue is structured around four strategies: summarizing, question generating, clarifying and predicting. • Summarizing gives participants the opportunity to identify and integrate important information in the text. Text can be summarized across sentences, across paragraphs and/or across the passage. • Question generating requires participants to identify the kind of information significant enough to provide substance for a question. This information is presented in question form and is used to self-test. • Clarifying text understanding alerts readers to the fact there may be reasons why text is difficult to understand (e.g., new

		vocabulary, unclear reference words, unfamiliar/difficult concepts). Readers should know the effects of such roadblocks to comprehension and take necessary measures to restore meaning (e.g., reread, ask for help).
		• Predicting occurs when students hypothesize what might occur next. In order to do this successfully, students must activate relevant background knowledge. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings and questions imbedded in the text are useful means of anticipating what might occur next.
RL.4.9 Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	Students will: 1. Identify the similarities of themes, plots and patterns of events in literature. 2. Identify the differences of themes, plots and patterns of events in literature.	1. Teachers use questions and prompts such as: • What happened to the characters that is the same? • What happened that is different? • How did characters solve problems in different ways across texts? • How are the plots the same or different across texts? 2. Literary Graphic Organizer: As a class, we will keep a chart with the questions and categories listed below of the historical fiction stories and poems we've read. As the chart is filled in, we will use the information to talk about what we learned from literature. • Title and author • Text structure(s) used • Type of narration (first-person, third-person) • Character(s) (major and minor) • Does this character remind you of other characters? Who/why? • What information was changed that shows you this is historical *fiction*? • What did you learn from the major characters? • Summary

Range of Reading and Level of Complexity

Standard	Objective	Examples
RL.4.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	Students will: 1. Read a variety of cultural literature from upper 3rd grade to 5th grade with scaffolding provided at the higher end. 2. Understand a variety of cultural literature from upper 3rd grade to 5th grade with scaffolding provided at the higher end.	1. Mixed Genre • Provide opportunities for students to explore a variety of stories such as graphic novels, nonfiction, historical fiction, and multicultural literature. • In literature circles focus discussion on the interaction between the illustrations and the text as well as the way the author uses his or her understanding of a particular genre to serve as the foundation for this interaction. • Students should encounter appropriate complex texts at each grade level in order develop the mature language skills and the conceptual knowledge needed for success in school and life. • Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

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Reading Standards for Informational Text

Key Ideas and Details

Standard	Objective	Examples
RI.4.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	Students will: 1. Reference the specific examples from within the text to make inferences and draw conclusions. 2. Cite textual evidence when writing or speaking to support conclusions drawn from the text.	1. Teachers use questions and prompts such as: • What are the important ideas in this text? Show where you found them in the text. • Informational Text Graphic Organizer 2. As a class, we will keep a chart of information with the categories listed below learned about seasons and weather, at home and far away. As the chart is filled in, we will use the information to talk about what we learned from nonfiction books and/or weather channel/kids.com either explicitly read or inferred. • Type of weather • How is it caused? • What positive effects does this weather have? • What negative effects can this weather have? • What do we need to do to prepare for this kind of weather? • What parts of the world experience this weather? • What are the "weather" words we should know? (e.g., meteorology, prediction, forecast, etc.) • Bulls-eye 3. Use a target-shaped graphic organizer to list thoughts/inferences about an idea in a text, find related support/information and record both. 4. In the center of the bulls-eye, have students write a quote or summary statement about a single idea from the informational selection. 5. In the ring around the bulls-eye (can be divided into five or six sections), have students write inferences about that quote/idea. 6. As students read the selection, have them write the confirming support or the evidence that shows the inaccuracy in their inferences in the outside ring (divided in the same way as the inner ring.)
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	Students will: 1. Identify the main idea. 2. Support their choice using key details from the text. 3. Paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	1. Independently or in small groups complete graphic organizers to show how key details support the main idea. 2. Use a variety of informational text sources (e.g., magazine, biography, journal writing, research paper). 3. Use their notes to create a summary. 4. Teachers use questions and prompts such as: 5. What is the main idea of this text? How do you know? 6. Summarize the text from beginning to end in a few sentences. 7. Which step comes first? After that?
RI.4.3 Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Students will: 1. Explain the text in the student's own words. 2. Tell how or why historical events, scientific ideas or "how to" procedures happened. 3. Support answers with evidence from the text.	1. Teachers use questions and prompts such as: • What was the cause and effect? • What happened first? • What happened after that? • Can you tell me how these ideas are the same? • Can you tell me how they are different? • Think about these historical events. • Tell how they are connected. 2. News Article: After reading/viewing several selections (printed and electronic text) about a specific event in history, have students write a newspaper article as though the event had just occurred. This requires both summarization and synthesis skills.

Craft and Structure

Standard	Objective	Examples
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Students will: 1. Identify the meanings of general academic vocabulary words specific to fourth grade topics or subjects. 2. Apply knowledge of context clues to determine word or phrase meanings.	1. Teachers use questions or prompts such as: • What do you do when you come to words you do not know? (glossary, use context) 2. Complete vocabulary graphic organizers that include non-linguistic representations (drawings). 3. Academic Vocabulary: Use a six-step strategy to teach academic vocabulary. These steps include: • **Step 1:** Give a description, explanation, or example of the new term (not a definition) • **Step 2:** Students give a description, explanation, or example of the new term in their own words. • **Step 3:** Students to draw a picture, model or symbol, or locate a graphic to represent the new term. • **Step 4:** Students participate in activities that provide more knowledge of and contact with the words in their vocabulary notebooks. • **Step 5:** Give students chance to discuss term with other students. • **Step 6:** Students participate in games that reinforce the new term. 4. Signal Words: • Have students brainstorm lists of words that signal an informational text's organizational structure. A beginning structure can be provided as follows or they can develop the lists independently depending on the sophistication of the readers
RI.4.5 Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Students will: 1. Describe how the events, ideas, sequence, or concepts fit into the overall structure of a text.	1. When conducting a simple scientific investigation, students may record data in T-charts, tables, lists, and logs. While conducting research for a history assignment students find and use chronological order as well as cause and effect information. 2. Students will use different graphic organizers depending on the type of informational text (e.g., descriptive web, comparison T-chart, sequential flowchart). 3. Teachers use questions and prompts such as: • What features in the text help you find important information about what you are reading? • How is the information presented/organized in this text? • What does the author want the reader to understand about this text?

Standard	Objective	Examples
RI.4.6 Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Students will: 1. Identify the author's purpose. 2. Differentiate between firsthand and secondhand accounts of the same event or topic. 3. Describe the differences and support with information provided.	1. Teachers use questions and prompts such as: 2. What is the author emphasizing mostly in the firsthand account? 3. What is the author emphasizing mostly in the secondhand account? 4. Is the information provided by the author the same or different?

Integration of Knowledge and Ideas

Standard	Objective	Examples
RI.4.7 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.	Students will: 1. Understand what is heard, viewed, or presented through various media formats to help make meaning of text. 2. Interpret historical data (e.g., timelines, graphs, charts and maps) about social studies content	1. Students will use 2-column notes to compare information presented orally or visually with information in text. 2. Teachers use questions and prompts such as: 3. How does the diagram/image help you understand what you are reading? 4. Images Support Text 5. Use a T-Chart or Venn diagram to categorize the information about a topic that is found in the written text in comparison to the information provided by the illustration and caption or the diagram and description. {table below}

Text Feature	Explanation
Electronic Menus and	Provides direction and
Graphs, Charts, and Maps	Information graphically displayed Provide a visual representation of
Photos / Illustrations / Captions	Emphasizes key points, aids in comprehension and

Standard	Objective	Examples
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Students will: 1. Explain how an author uses proof to support a point in the text.	1. Teachers use questions and prompts such as: • Can you find the reasons the author gives for his/her thinking? • What is the same about the points presented in these texts? • What is different?
RI.4.9 Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	Students will: 1. Combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject. 2. Create a research project that demonstrates a deeper understanding of the topic.	1. Look at these two texts about the same topic. • Can you find the important information from both texts to add to your notes? • Can you tell me about the important ideas you found in each text? 2. Teacher can use Social Studies Standards or Science to select appropriate topics. 3. Students complete graphic organizers indicating which resource provided the information. 4. Student, or groups of students, integrates the information into a single report.

Range of Reading and Level of Text Complexity

Standard	Objective	Examples
RI.4.10 By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band	Students will: 1. Read a wide range of informational texts within the fourth to fifth grade text level efficiently, with assistance as needed at the higher end, by the end of the year.	1. Students should encounter appropriately____complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. 2. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. 3. To effectively establish the text complexity level, all three dimensions must be used together:

appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	2. Understand a wide range of informational texts within the fourth to fifth grade text level efficiently, with assistance as needed at the higher end, by the end of the year.	• Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) • Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software). 4. Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned). 5. Using Metacognition to Comprehend Text: To help students comprehend informational texts, encourage them to think meta-cognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty, encourage them to follow these strategies in their thinking: • Identify where the difficulty occurs. • Identify what the difficulty is. • Restate the difficult sentence or passage in their own words. • Look back through the text. • Look forward in the text for information that might help them to resolve the difficulty.

Reading Standards: Foundational Skills K-5

Phonics and Word Recognition

Standard	Objective	Examples
There are no foundational skills 1 & 2nd for 4th grade.		
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words; a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Students will: 1. Continue learning specific strategies for decoding words in text. 2. Identify and sort prefixes and suffixes with common base and root words. 3. Create words based on meaning (e.g., It was not opened, it was unopened. It was not zipped; it was unzipped). 4. Segment multi-syllabic words into syllable types.	Structural Analysis Charts: 1. Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions: • Words with prefixes • Words with suffixes • Words with both. 2. Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc. 3. Foldables: Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words. Examples of how to fold foldables can be found at http://www.realclassroomideas.com/resources/Foldables-+How+to+Fold.pdf. 4. Teachers use questions and prompts such as: 5. Does that sound right? 6. Does that look right? 7. Does that make sense? 8. Look at the word, does it look like …?

Fluency

Standard	Objective	Examples
RF.4.4 Read with sufficient accuracy and fluency to support comprehension; Read on-level text with purpose and understanding; Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students will: 1. Read a grade level text fluently and focus attention on the meaning of the text. 2. Utilize expression in reading to indicate understanding of meaning. 3. Reread texts as needed to support understanding.	1. Choose a poem to read and discuss with a partner. 2. Recite the poem for your classmates 3. Paired Reading • Two readers at different reading levels sit side by side and read a text chosen by the less-abled reader. • They read for 10 to 20 minutes, taking turns assisting each other with unknown words. 4. Say It Like A Character • Students read a selected segment of dialogue from a popular book/movie in the style of the character. For example, two students could select a dialogue from Charlotte's Web (E.B. White), with one being Wilber the Pig and the other being Charlotte. 5. Teachers use questions and prompts such as: • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound like you think it should.

Writing Standards

Text Types and Purpose

Standard	Objective	Examples
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character____was brave because she__); 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); d. Provide a concluding statement or section that reinforces or restates the opinion presented.	Students will: 1. Write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. 2. Understand how their reasoning supports their opinion. 3. Search and locate facts to support their viewpoint and share this reasoning. 4. Build their argument by linking their ideas together in writing.	1. Use a variety of sentence structures and more complex sentences. • Develop the use of more complex linking phrases like (for instance, in order to, in addition). • Engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. • Choose precise vocabulary in their writing that clarifies their thinking about a topic. • Include both an introduction and a concluding statement or section in their writing. • Use strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. • Write with complex sentences to link the parts of their writing together. 2. Graphic Organizers: • Have students use graphic organizers to plan their writing. For example, when writing an opinion piece, students can connect opinions to their reasons. Arrows show the connection from the opinion to the reason. • Students can write linking words or phrases on the arrow to connect the two. • Completed graphic organizers can then be used to help write the information in paragraph form.
W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic and group related information together;	Students will: 1. Write informative/explanatory texts to examine a topic. 2. Convey ideas and information clearly in paragraph form. 3. Use visuals and multimedia to support comprehension.	1. Use strategies for: • Researching a topic (gathering data). • Selecting relevant information (note taking). • Grouping like ideas. • Developing a way to present the ideas from beginning to end (format and organization of written presentation). • The writing can support research, observations, or experiences. Formats include newspaper articles, reflective papers, logs,

include labeled or captioned visuals when useful to aiding comprehension; Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus; 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; Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	4. Introduce the topic clearly 5. Develop the topic with facts, definitions and supporting details. 6. Find and group information together in a logical way. 7. Create a logical conclusion that summarizes the topic.	journals, and/or research papers. • Topics from the Social Studies or Science Standards are relevant for this standard. 2. Describe it! • Start with simple descriptions. • Have students describe an object in the room using as many sensory details as possible. • Bring a collection of strange objects to the classroom to increase the challenge. Next, have students write descriptive expository pieces from memory. • Have each student describe a favorite place, the view from his or her bedroom window or a perfect sunset. • Keep the emphasis on sensory details at first.
W .4.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem- solution, figurative language) and clear event sequences (chronology); a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; Use a variety of transitional words and phrases to develop the sequence of events; Use concrete	Students will: 1. Create real and imaginative stories 2. Establish a context or situation 3. Develop characters and engage characters in conversation in their writing. 4. Organize a naturally unfolding sequence of events using a variety of transitional words. 5. Convey experiences and events precisely using concrete words/phrases and details. 6. Create a logical conclusion.	1. Use description to show characters' thoughts and feelings as well as the details of characters' interactions through dialogue. • There are numerous transitional phrases which indicate relationships between sentences and paragraphs. • Direction: here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance • Illustration: for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case • Similarity: comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with 2. Narrative Writing: • Begin by outlining a story using a graphic organizer. • Make a list of the main events for the story. • Add details by incorporating some facts you learned from your research, as well as some imaginary information to build a story. • Write a draft of the story and work with a partner to choose words and phrases that have the wanted effect. • Once the story is of the highest quality, record it reading with expression.

words and phrases and sensory details, and elaboration to convey experiences and events precisely; Provide a conclusion that follows from the narrated experiences or events.		
W.4.4 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.)	Students will: 1. Produce writing that is clear and understandable to the reader. 2. Understand and use organizational structure such as compare and contrast, problem/solution, etc. 3. Determine the purpose of the assignment	1. Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic. 2. Generate ideas about a topic using various techniques such as brainstorming, graphic organizing, and discussion. 3. Read All About It! Students collaborate to create, publish and market a classroom newspaper. Have students research the types of articles included in a real newspaper and the styles in which they are written. Students can incorporate how-to writing, persuasive pieces and informative articles in their newspaper. Invite a local journalist in to talk about putting together expository writing.

Production and Distribution of Writing

Standard	Objective	Examples
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Students will: 1. Develop revising skills with assistance from adults and peers to strengthen the writing. 2. Develop editing skills with assistance from adults and peers to strengthen the writing.	1. Understand how to change word choice and sentence structure in their writing to strengthen their piece. • With assistance, plan for writing using graphic organizers (story frames, story mountains, story maps). • Develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing). • Teachers create a focus wall or word wall as a resource for student access for writing. • Teachers create tools or use strategies such as peer-review, checklists, and rubrics to refine the draft. • Students create vocabulary concept or thesaurus journals as a resource to assist in modifying word choice. 2. The ARRR Method of Revision: Encourage student writers to ask the following questions about their expository writing. Use the letters ARRR to remind students of the process. • *Adding* What else does the reader need to know? • *Rearranging* Is the information in the most effective order? • *Removing* What extra details are included in this piece of writing/what can go away? • *Replacing* What words or details could be replaced by clearer or stronger ones?

| W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | Students will:
1. Develops strategies with peers and adults to use digital tools.
2. Build proficiency in keyboarding skills (typing at least one page in a single setting).
3. Utilize digital tools to produce, edit and publish writings. | • Use a keyboarding program such as "All the Right Type" to practice and enhance keyboarding skills.
• Use technology for producing and publishing writing.
• Use technology for collaborating with others.
• Teachers provide a rubric to inform students of assignment expectations.
• Teachers provide models of published writings as examples of expectations.
• Students work with a partner or small groups to collaborate and critique their work. |

Research to Build and Present Knowledge

Standard	Objective	Examples

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Students will:
	1. Locate and evaluate information about a topic or question.
	2. Utilize organizational skills to move through the research project logically.
	3. Paraphrase and organize information from sources into a meaningful sequence.
		1. Explore a topic in greater detail by developing a research question that helps bring focus to the topic.
		2. Explor-a-Tree This site provides students with multiple interactive graphic organizers designed to stimulate and organize their thinking processes. It is especially useful as students begin a research project. Find it at http://www.exploratree.org.uk/
		3. List Group Label:
		  • List key words
		  • Group these words into logical categories based on shared features
		  • Label categories with clear descriptive titles)
		4. Brainstorm ideas or a question for a short research project (use books, magazines or the Internet for ideas).
		5. Take brief notes from sources.
		6. Sort the evidence into categories using the list, group, label strategy. Categorizing through grouping and labeling helps students organize new concepts in relation to previously learned concepts.

W.4.8 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.	Students will:
	1. Locate information from print and digital sources.
	2. Integrate information from personal experiences.
	3. Utilize note taking strategies to gather information (e.g., index cards, notebooks, graphic organizers).
	4. Categorize information from notes.
	5. Generate a cited list of sources.
		1. Take notes (scaffold note taking process for students to ensure proper strategy usage).
		  • Organize their information into categories.
		  • List the sources they used.
		2. Opinion/Speech Writing:
		Revolutionaries aren't always popular during the time that they lived, but they believe in something so passionately that they are willing to "go out on a limb" to express their beliefs. Think about a current event that you believe everyone should understand. Write a speech about your thoughts and ideas, and present it to the class.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth 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]."); b. 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.").	Students will: 1. Utilize strategies for reading literary and informational texts to analyze, reflect on and research topics. 2. Analyze details in order to describe a character, setting or event.	1. Analysis: Students compare and contrast, show cause and effect, categorize, or sequence a selected text. The response demonstrates an understanding of the selection and includes evidence and details from the text. • Reflection: Students use a journal entry or book review to provide their personal emotional reaction to a selected text. 2. Research: Students restate, explain or define the facts from the text. When reading literary texts: • Refer to the text when drawing conclusions as well as when answering directly stated questions. • Refer to the central message or lesson of the text as theme (a unifying idea that is a recurrent element in literary or artistic work). • Determine a theme and expand this work to other genres. • Refer to the text to describe various story elements. 3. When reading informational texts: • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text. • Give an explanation about how an author uses proof to support a point in the text. • Combine information from two texts about the same subject in written or oral response that demonstrates knowledge of the subject.
W.4.10 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.	Students will: 1. Produce numerous pieces of writing over short and extended time frames throughout the year.	1. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's development of a topic related to the content area for which they are writing about. 2. Discipline-specific tasks may be narratives, opinion pieces, informative/explanatory, journals, friendly and formal letters, logs, diaries, functional text, instructions, recipes, procedures, posters, poetry, etc. 3. Examples of time management strategies: • Teachers provide a frame-work to assist students in using time management skills. • Timer set for a specific amount of time. • Music playing in background while writing occurs. • Specific time-limited assignment of completing the outline, or 1st draft, or re-write. 4. Quick Write: Quick Write is a three-to-five-minute literacy strategy designed to give students the opportunity to think about their learning. It can be used at the beginning, middle or end of a lesson. Short, open-ended statements are usually given as prompts. For example, students can be asked to write about what they learned, problems they encountered or what they liked (or did not like) about the lesson. 5. On-Demand Writing Words: Provide opportunities for students to work with direction or command words that are often included in on-demand writing prompts. Teach the direction words as students are developmentally and academically ready to tackle the tasks associated with them. • *Describe* means to show the characteristics of the subject to the reader using visual or sensory details. • *Explain* means to make something clear or easy to understand. • *Discuss* means to provide information about all sides of a subject. • *Compare* means to show how things are the same; contrast means to show how things are different. • *Analyze* means to break apart the subject and explain each part. • *Persuade* means to convince the reader of an argument or claim. • *Justify* means to give reasons, based upon established rules, to

| | | • support an argument. |
| | | • *Evaluate* means to make a judgment about the good and bad points of a subject. |

Handwriting

Standard	Objective	Examples
HW.4.1 Write fluently in cursive.	Students will: 1. Write independently, in cursive with sufficient flow, ease and speed to support legibility, and enough stamina to produce written text, with appropriate scaffolding.	• Be proficient in cursive writing so that students' focus is on the content of the writing, not on the process of handwriting. • Publish a one page piece of writing in cursive

Speaking and Listening Standards

Comprehension and Collaboration

Standard	Objective	Examples
SL.4.1 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; 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; Follow agreed-upon rules for discussions and carry out assigned roles; 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; Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Students will: 1. Engage in conversations about grade-appropriate topics and texts. 2. Communicate collaboratively about a topic with peers in a variety of ways. 3. Draw upon preparation to explore ideas about a topic under discussion. 4. Generate questions to clarify or follow up on information regarding a specific topic.	1. Provide ample opportunities to take part in a variety of rich, structured conversations. 2. Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. 3. Engage in collaborative conversations (such as book groups, literature circles, buddy reading). 4. Develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc.). 5. Jigsaw: Using Jigsaw (a cooperative learning structure), students draw a card with a section of the topic on it. Students research their assigned topic and get in a group with classmates who also have that topic. Students share their information with one another and collaboratively come up with what to include and how to teach that topic to classmates that have other topics. Students re-form groups so that each topic is included. Each group member shares his or her part of the topic so that a full understanding is now held by all students. 6. Detailed Description and Listening Carefully: This activity will focus student attention on the skills necessary for giving an accurate description and the strategies used to listen carefully and critically. Ask a volunteer to leave the room. While the volunteer is out of the room, select an object in the room that everyone can see (for instance, a bulletin board or a large globe). Give students two or three minutes to write a description of the object. Bring the volunteer back into the room. Have three volunteers read their descriptions and see if the volunteer can guess the object. If he or she can't, have more people read their descriptions. Once the volunteer has identified the object, ask him or her: *What was that like? What gave you the best clues as to what the object was?*

Standard	Objective	Examples
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Students will: 1. Explain portions of a text read aloud or information presented in multiple formats.	1. Class Discussion: We will read and discuss a story about rock carving, such as *And Still the Turtle Watched* by Sheila MacGill-Callahan. 2. We will read informational books, such as *The Mound Builders of Ancient North America* by E. Barrie Kavasch or *Mounds of Earth and Shell* by Bonnie Shemie, which tell why the Native Americans created structures and dwellings from the earth. Your teacher may ask you to write, on a sticky note, on a white board, or in your journal, what you learned about the purposeful nature of Native American artifacts and structures. 3. Finally, we will review the story and see if we notice any additional information or insights that we didn't notice the first time.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).	Students will: 1. Identify the reasons a speaker provides to support points.	1. Listen, question, and gather information for a deeper understanding of a topic. 2. Speech Appreciation Listen to your teacher read Sojourner Truth's "Ain't I a Woman?" and discuss the message. Then, look online to find Frances D. Gage's memories of listening to Sojourner Truth's speech. Compare the text of the speech with what Gage's remembers. What are the similarities and differences? Do the points of views differ? How do Gage's memories enhance your understanding of the speech? Share your answers to these questions with a partner before participating in class discussion.

Presentation of Knowledge and Ideas

Standard	Objective	Examples
SL.4.4 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.	Students will: 1. Focus on a topic or text, telling a story, or recounting an event. • Organized • Logical/Coherent • Appropriate pacing 2. Understand that effective speakers report and respond in complete sentences when conveying information.	1. Attend to details to support main ideas or themes. 2. Reader's Theater. Readers' Theater is an activity in which students, reading directly from scripts, tell a story in a most entertaining form, without props, costumes or sets. 3. Before the week begins, choose a script or prepare one based on a text. Make copies for the group, two for each member. 4. On Monday, discuss the purpose and procedures for Reader's Theater with the class/group. Assign student's parts by having them volunteer or audition. Practice needs to be done aloud and silently. 5. On Tuesday, Wednesday and Thursday, have students practice their parts in class, on their own, in their groups and at home. This activity also can be done during center time or as part of an anchor activity. 6. Friday is performance day. Students can read/perform their scripts for an audience of classmates, parents or even the principal. Remember, this is not a performance based on memorization. They are reading the script they have practiced over the week. Find it at http://www.literacyconnections.com/rasinski-readers-theater.php.
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.	Students will: 1. Emphasize the main idea or theme using audio recordings and/or visual displays, when appropriate, to engage listeners more fully.	1. Digital Storytelling: Students write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. Students incorporate the visuals into a PowerPoint and tell their story to another group of students.

		Participate in small-group discussions and formal presentations.
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Students will: 1. Know the purpose and audience for the topic 2. Engage in a variety of speaking formats 3. Distinguish between formal and informal discourse	

Language Standards

Conventions of Standard English

Standard	Objective	Examples
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English; b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses; c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions; d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); e. Form and use prepositional phrases; f. Produce complete sentences, recognizing and correcting inappropriate fragments and run- ons; g. Correctly use frequently confused words (e.g., to, too, two, there, their).	Students will: 1. Apply the grade level appropriate standard English grammar and usage conventions. 2. Explain the functions of the parts of speech 3. Use appropriate verb tenses 4. Spell grade level words appropriately. 5. Consult reference materials for spelling as needed.	1. Teachers demonstrate the use of the conventions through modeling, identifying use in literature, and providing opportunities for correcting samples. 2. Students create grammar journals as an easy resource. 3. Teachers may write sentences, phrases or passages for students to identify and correct errors. 4. Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. 5. Convention Mini-Lessons Plan weekly mini-lessons on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today). 6. What the Teacher Wrote Prepare a writing sample with grammar and convention errors. Practice editing either in a whole group or in small groups using projection equipment if available. Editing marks can be introduced for student use. This activity can be repeated as often as necessary, with a focus on a particular skill set. Always use teacher-created text rather than student writing for this activity.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Use correct capitalization; Use commas and quotation marks to mark direct speech and quotations from a text; Use a comma before a coordinating conjunction in a compound sentence; d. Spell grade- appropriate words correctly, consulting references as needed.	Students will: 1. Apply standard English punctuation and capitalization conventions. 2. Spell grade level words appropriately. 3. Consult reference materials for spelling as needed.	1. Teachers demonstrate the use of the conventions through modeling, identifying use in literature, and providing opportunities for correcting samples. 2. Students create grammar journals as an easy resource. 3. Teachers may write sentences, phrases or passages for students to identify and correct errors. 4. Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. 5. Convention Mini-Lessons Plan weekly mini-lessons on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today). 6. What the Teacher Wrote Prepare a writing sample with grammar and convention errors. Practice editing either in a whole group or in small groups using projection equipment if available. Editing marks can be introduced for student use. This activity can be repeated as often as necessary, with a focus on a particular skill set. Always use teacher-created text rather than student writing for this activity.

Vocabulary Acquisition and Use

Standard	Objective	Examples
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases to convey ideas precisely; b. Choose punctuation for effect; c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Students will: 1. Use what they know about HOW language works when they write, speak, read, and listen. 2. Develop strategies to convey ideas and highlight effect. 3. Distinguish between situations calling for informal versus formal English discourse.	1. Use strategies for reading across various authors and genres to compare writing styles and effects of language usage. 2. Ellipses and Question Marks: Discuss the purpose of ellipsis (e.g., *The door opened and there was*...) and use question marks to engage a reader: How one can be used to suggest things to be left to the reader's imagination, and how the other can be used to raise questions in the reader's mind. Encourage students to watch for instances of this use in their own reading. (Adapted from the United Kingdom, located at http://nationalstrategies.standards.dcsf.gov.uk/node/257798.) 3. Formal vs. Informal Help students distinguish between formal and informal language, create a T-Chart with a list of informal words and phrases on one side and their formal translations on the other. Emphasize that there is a place for both styles of language; the important thing is to understand when to use which. Examples of words/phrases that could be used: <table><tr><td>**Infor**</td><td>**Form**</td></tr><tr><td>What's up?</td><td>Hello/How are you?</td></tr><tr><td>boo-boo</td><td>wound/small scratch</td></tr><tr><td>Get in (or be in) hot water</td><td>Get into trouble.</td></tr><tr><td>Blown away</td><td>Impressed/surprised</td></tr><tr><td>I don't get it</td><td>I don't understand it</td></tr></table>

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies; a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Students will: 1. Communicate effectively and purposefully when writing and speaking about a wide range of print and digital text. 2. Understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.	1. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. 2. Frayer Model: The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include: • A definition of the word/concept • A description of its essential characteristics • Examples of the word/concept • Non-examples of the word/concept 3. Use strategies for learning to make these kinds of choices themselves as they write and speak in different contexts and for different purposes. 4. Students create multiple-meaning webs for common words or phrases (e.g., run, pin, brief, base). 5. Students segment multi-syllabic words into meaningful parts or build multi-syllabic words. 6. Students create a web showing new words formed from a known. 7. Latin and Greek affixes (struct: construct, construction, destruction, etc). 8. Students use illustrations or graphics to determine the meaning of unknown word. 9. Students use glossaries or student-friendly dictionaries to look up the word.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Students will: 1. Explore the meaning of simple similes, metaphors, idioms, adages, or proverbs. 2. Demonstrate understanding of relationships between words (synonyms and antonyms).	1. Through read-aloud stories, teacher modeling, and active engagement, students will further develop their understanding of figurative language. Students will interpret words in many contexts. 2. Students highlight and discuss figurative language as it is encountered in text. 3. Students illustrate the literal and figurative meanings of figurative language (e.g., He lost his head, running on empty, frog in my throat). 4. Students research the origins of selected idioms to reinforce their meanings. 5. Proverbs, Idioms and Unusual Expressions: Brainstorm the definitions of proverb and idiom. Write proverbs about natural elements on the leaves and petals of flower images. Post the images around the classroom. Ask students to pick a proverb to explain. Encourage students to listen for proverbs that can be added to their flower petals/leaves. For example: • As right as rain= Don't beat around the bush • Out on a limb= The grass is always greener
L.4.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states 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).	Students will: 1. Acquire grade-appropriate general academic and domain-specific words and phrases. 2. Incorporate grade-appropriate general academic and domain- specific words and phrases in writing and speaking.	1. Students highlight specific academic or Strand words and phrases in selected text. 2. Teachers explicitly teach signal words (e.g., in conclusion, however, in addition) academic words (e.g., identify, illustrate, retrieve) and strand-specific words (e.g., hypothesis, photosynthesis, volcano). Teachers create focus walls to emphasize different categories of words (signal, academic, strand-specific). 3. "Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children." 4. "General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts." 5. "Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature."