

Unpacked Content with OCS Priority Standards Identified 2.0

Fourth Grade English Language Arts

CKLA Alignment July 2022

FOURTH GRADE PRIORITY STANDARDS

Priority standards are a “carefully selected subset of the total list of grade-specific and course specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.” (Ainsworth, 2013, p. xv).

The design layout of the ELA Priority Standards has been crafted to ensure a balanced approach to teaching the North Carolina Standard Course of Study. Core instruction will be the driving force for developing comprehensive integrated learning experiences that focus on the **priority** and supporting standards. During each nine-week period, lessons are to reflect a combination of ELA Strands to foster a holistic learning experience. Included in this document: **Cross Curricular Standards, Priority Standards, Supporting Standards, Unpacked Content, Pacing, and Appendix.**

- **Cross Curricular Standards** are a list of standards teachers integrate across all content throughout the whole year.
- **Priority Standards** have been chosen at each grade level that indicate what students need to know and be able to do by the end of the year.
- **Supporting Standards** are complimentary to the priority standards. These offer a balanced approach to teaching in the context of all ELA strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Speaking and Listening, Writing and Language.
- **Unpacked Content** provides clarification of the standards; what students are expected to know and be able to do. In addition, it gives examples of instructional processes to replicate cognitive rigor on academic tasks and assessments.
- **Pacing** of standards provides teachers adequate time to implement teaching and learning supports for students that encompasses core instruction, differentiation, intervention and assessment.
- **Appendix** is comprised of a comprehensive list of grade level standards that provide descriptors of each standard with clarification and examples of teaching and learning processes.

CCR Anchor Standards for Reading Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text."

CCCR Anchor Standards for Writing Standards Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCCR Anchor Standards for Speaking and Listening Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Cross Curricular Standards

Year Long Instructional Focus

<p>RL.4.10</p> <p>By the end of grade 4, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>RI.4.10</p> <p>By the end of grade 4, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
<p>RF.4.2</p> <p>Create readable documents with legible handwriting (manuscript and cursive).</p>	<p>RF.4.4</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>

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<p style="text-align: center;">RF.4.5</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;">SL.4.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. 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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p style="text-align: center;">L.4.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p>	<p style="text-align: center;">L.4.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p>
<p style="text-align: center;">L.4.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>	<p style="text-align: center;">L.4.5</p> <p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning the meaning of common idioms, adages, and proverbs.</p>
<p style="text-align: center;">L.4.6</p> <p>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 and that are basic to a particular topic.</p>	

Fourth Grade Instructional Blueprint Knowledge Units

Units	Concept(s)	Duration	OCS Priority Standards	Supporting Standards	CKLA Student Support Resources	CKLA Trade Books & Teacher Resources
Unit 1	<p style="text-align: center;"><u>Personal Narratives</u></p> <p style="text-align: center;">TOPIC & THEME <i>Personal narratives: works of nonfiction written by a first-person narrator involved in the events being described</i></p> <p style="text-align: center;">READING <i>Infer information, identify the main argument, identify character motivation, and compare firsthand and secondhand accounts</i></p> <p style="text-align: center;">WRITING <i>Write paragraphs using cause and effect, opinion, sensory details, and transition words, culminating in a personal narrative</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS <i>Identify similes and metaphors, share a memory, and interview peers about their writing</i></p> <p style="text-align: center;">TEXT FEATURES <i>Informational text with dialogue, descriptive and figurative language, sensory detail, and images</i></p> <p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Elements include events proceeding in a logical sequence, dialogue that shows vivid, descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Students make meaning by learning to read critically and closely, improving their facility in literal comprehension and making text-based inferences. Examining and utilizing the features of the genre in composing works</p>	<p>19 Days</p> <p><i>(15 Lessons with Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <p>This unit includes a beginning-of-year assessment to help determine whether students have adequate preparation for Grade 4 CKLA instruction.</p>	<p>RI.4.3, RI.4.6</p> <p>W.4.1, W.4.3</p>	<p>RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10</p> <p>W.4.4, W.4.5, W.4.8, W.4.10</p> <p>SL.4.1, SL.4.2, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</p>	<p>Student Activity Books, Cursive Activity Book, Student Reader: <i>Personal Narratives</i>, Digital Components, End of Domain Assessment, E-books/ Audio books</p>	<p>Teacher Guide, Dialogue Starter Pages, Speaking & Listening Checklist, Digital Projections, Novel Guides, Vocabulary Toolkit, Assessment & Remediation Guide, Intervention Toolkit, Glossary</p>

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	about their own lives helps students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.					
Additional Trade Book Suggestions: Amplify's 4th Grade Trade Book List						
Unit 2	<p><u>Empires in the Middle Ages, Parts 1 and 2</u></p> <p>TOPIC & THEME <i>Events of western Europe and the relationship between the Christian Church and European leaders during the Middle Ages; Events in what is now called the Middle East during the Middle Ages</i></p> <p>READING <i>Sequence events on a timeline, cite textual evidence in small-group discussions, analyze text; Answer inferential and comparison questions; analyze the features of a fable</i></p> <p>WRITING <i>Take notes, write informative and persuasive paragraphs, and paraphrase texts; Write a fictional, first-person paragraph; plan, draft, edit, and publish a work of historical fiction; write a fable</i></p> <p>ACTIVITY HIGHLIGHTS <i>Label a map, create a timeline, read with a partner, and research answers to domain-based questions; Make presentations using diagrams, discuss classical Islamic architecture, and present historical fiction</i></p> <p>TEXT FEATURES <i>Literary and informational text with diagrams, primary source texts, maps, and images of historic artifacts and architecture; Informational text, primary source text, and folktales with maps, diagrams, headings, and images of historic artifacts and architecture</i></p> <p>This unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While the Middle Ages deals primarily with the events of western Europe, and the relationship between the Christian</p>	<p>29 Days</p> <p><i>(25 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RL.4.2</p> <p>RI.4.3, RI.4.6</p> <p>W.4.1, W.4.2, W.4.3</p>	<p>RL.4.10</p> <p>RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10</p> <p>W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10</p> <p>RF.4.3, RF.4.4</p> <p>SL.4.1, SL.4.3, SL.4.4, SL.4.6</p> <p>L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</p>	<p>Student Activity Books, Cursive Activity Book, Student Reader: <i>Empires in the Middle Ages</i>, Digital Components, Mid-Unit Assessment, E-books/ Audio books</p>	<p>Read Aloud: <i>Empires in the Middle Ages, Part & Part 2</i></p> <p>Teacher Guide, Essential Questions & Writing Prompts Guide, Editing Checklist, Writing Rubrics, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit</p>

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	<p>Church and the rulers of the region, the concurrent Islamic Empires in the Middle Ages unit looks at events in another part of the world (particularly in what is now called the Middle East).</p>					
<p>Unit 3</p>	<p style="text-align: center;">Poetry</p> <p style="text-align: center;">TOPIC & THEME</p> <p style="text-align: center;"><i>Poetry, its formal elements, and how to read and write poems with those elements</i></p> <p style="text-align: center;">READING</p> <p style="text-align: center;"><i>Identify implicit and explicit meanings; examine points of view, similes, tone, anaphora, metaphor, figurative language</i></p> <p style="text-align: center;">WRITING</p> <p style="text-align: center;"><i>Compose poems and work with extended metaphors and similes</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p style="text-align: center;"><i>Synthesize information from a video on the Harlem Renaissance, speak in different tones, share original poems</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p style="text-align: center;"><i>Poems with allusion, anaphora, figurative language, metaphor, parallel structure, personification, and rhyme</i></p> <p>This unit gives students tools and strategies for approaching poetry and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems, allowing them to practice what they have learned. Poems in this unit represent a wide variety of time periods, and the poets come from many backgrounds and nations. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse.</p>	<p style="text-align: center;">18 Days</p> <p style="text-align: center;"><i>(15 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.4.2</p> <p style="text-align: center;">RI.4.3</p> <p style="text-align: center;">W.4.3</p>	<p style="text-align: center;">RL.4.1, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10</p> <p style="text-align: center;">RI.4.1</p> <p style="text-align: center;">W.4.1, W.4.4, W.4.5, W.4.8, W.4.9, W.4.10</p> <p style="text-align: center;">RF.4.4</p> <p style="text-align: center;">RF.3.3</p> <p style="text-align: center;">SL.4.1, SL.4.2, SL.4.3, SL.4.4</p> <p style="text-align: center;">L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</p>	<p style="text-align: center;">Student Journal, Student Reader: <i>The Poet's Journal</i>, Digital Components, End of Domain Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Harlem Renaissance Video</p>

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<p>Unit 4</p>	<p style="text-align: center;"><u>Eureka! Student Inventor</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p style="text-align: center;"><i>Biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines</i></p> <p style="text-align: center;">READING</p> <p style="text-align: center;"><i>Integrate ideas from two texts, draw inferences, read technical texts, and interpret diagrams</i></p> <p style="text-align: center;">WRITING</p> <p style="text-align: center;"><i>Compose informational and opinion pieces, pitch an invention, and use biographies to create inventor trading cards</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p style="text-align: center;"><i>Write and present a skit, respond to building challenges, and create an invention pitch</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p style="text-align: center;"><i>Informational text with figurative language, diagrams, sketches, a transcript, and audio recordings</i></p> <p>Eureka! Student Inventor is a 10-day ELA Quest. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. As they go through Eureka! Student Inventor, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them, identify problems, create evidence-based solutions, and ultimately become inventors themselves. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules.</p>	<p style="text-align: center;">10 Days</p> <p style="text-align: center;"><i>(10 Lessons and Culminating Activities)</i></p>	<p style="text-align: center;">RI.4.3</p> <p style="text-align: center;">W.4.1, W.4.2, W.4.3</p>	<p style="text-align: center;">RL.4.1, RL.4.3</p> <p style="text-align: center;">RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10</p> <p style="text-align: center;">W.4.4, W.4.5, W.4.8, W.4.9, W.4.10</p> <p style="text-align: center;">RF.4.3, RF.4.4</p> <p style="text-align: center;">SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6</p> <p style="text-align: center;">L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</p>	<p style="text-align: center;">Student Activity Books, Student Reader: <i>Eureka! Files</i>, Digital Components, Unit Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Read Aloud: <i>Benjamin Franklin, An American Inventor</i></p> <p style="text-align: center;">Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Eureka Videos, Invention Cards, Inventor Cards</p>
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<p>Unit 5</p>	<p style="text-align: center;"><u>Geology</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p style="text-align: center;"><i>The composition of the earth and the forces that change Earth's surface</i></p> <p style="text-align: center;">READING</p> <p style="text-align: center;"><i>Generate questions like geologists, explain hypotheses and similes related to geology concepts, and identify the interconnectedness of geological events</i></p> <p style="text-align: center;">WRITING</p> <p style="text-align: center;"><i>Explain a simile, and write an informational pamphlet, a Wiki entry, and a descriptive paragraph</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p style="text-align: center;"><i>Identify textual evidence for scientific hypotheses, label diagrams, answer questions and cite where the answer appeared in the text</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p style="text-align: center;"><i>Literary and informational text featuring primary sources, maps, diagrams, and archival images</i></p> <p>The Big Idea of this unit is that the earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the earth's surface. Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea. Information about the rock cycle, weathering, and erosion also explains how the earth is continually changing. This unit explores the relationships between these different geological processes and how they affect the landscape and related environments of the earth.</p>	<p style="text-align: center;">19 Days</p> <p style="text-align: center;"><i>(15 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <p>NOTE: In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit</p>	<p style="text-align: center;">RL.4.2, RL.4.4</p> <p style="text-align: center;">RI.4.3, RI.4.8</p> <p style="text-align: center;">W.4.2, W.4.3</p>	<p style="text-align: center;">RL.4.1, RL.4.3, RL.4.4, RL.4.7</p> <p style="text-align: center;">RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10</p> <p style="text-align: center;">W.4.4, W.4.5, W.4.8, W.4.9, W.4.10</p> <p style="text-align: center;">RF.4.3, RF.4.4</p> <p style="text-align: center;">SL.4.1</p> <p style="text-align: center;">L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</p>	<p>Student Activity Books, Student Reader: <i>Geology: The Changing Earth</i>, Digital Components, End of Domain Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Geology: <i>The Changing Earth</i></p> <p>Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Vocabulary Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Image Cards, Study Cards, Pronunciation Guide, Fluency Supplement</p>
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<p>Unit 6</p>	<p style="text-align: center;"><u>Contemporary Fiction</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p style="text-align: center;"><i>Reading, analyzing, and writing fiction, with particular emphasis on its literary conventions</i></p> <p style="text-align: center;">READING</p> <p style="text-align: center;"><i>Visualize, annotate, make inferences, discover a text's theme and characters' motivation, identify secondary characters, and explore perspective</i></p> <p style="text-align: center;">WRITING</p> <p style="text-align: center;"><i>Create an alternative narrative and write personal reflections and an original narrative</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p style="text-align: center;"><i>Acting out scenes; character investigation</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p style="text-align: center;"><i>Fiction containing figurative language, metaphors, and personification</i></p> <p>This unit is unique in requiring students to return to the same vignettes many times. The lessons build upon each other, and it is important that students grasp the concepts in earlier lessons. It is better to spend more time on those lessons, and miss later ones, than leave the class confused.</p> <p>Students read closely and analyze text, then incorporate literary elements into a multi-chapter narrative.</p>	<p style="text-align: center;">20 Days</p> <p style="text-align: center;"><i>(15 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.4.2, RL.4.6</p> <p style="text-align: center;">W.4.1, W.4.3</p>	<p style="text-align: center;">RL.4.1, RL.4.3, RL.4.4, RL.4.10</p> <p style="text-align: center;">W.4.4, W.4.5, W.4.8, W.4.9, W.4.10</p> <p style="text-align: center;">RF.4.3, RF.4.4</p> <p style="text-align: center;">SL.4.1, SL.4.4</p> <p style="text-align: center;">L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</p>	<p>Student Activity Books, Student Reader, Writer's Journal: <i>Contemporary Fiction</i>, Digital Components, End of Domain Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Read Aloud: <i>Excerpt from The Changeling</i></p> <p>Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Vocabulary Guide, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Fluency Supplement</p>
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<p>Unit 7</p>	<p style="text-align: center;"><u>American Revolution</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p style="text-align: center;"><i>Disagreements about principles of government that led colonists in North America to seek independence from Great Britain</i></p> <p style="text-align: center;">READING</p> <p style="text-align: center;"><i>Identify the interconnectedness of historic events, explore vocabulary and idioms, evaluate historical accuracy of text, and make inferences</i></p> <p style="text-align: center;">WRITING</p> <p style="text-align: center;"><i>Cause and effect writing, starting with paragraphs and building to a full-length essay</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p style="text-align: center;"><i>Compare two texts on the same subject; perform scenes from American history</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p style="text-align: center;"><i>Literary and informational text containing maps, diagrams, and primary sources related to the American Revolution</i></p> <p>The Big Idea of this unit is that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the 13 colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.</p>	<p style="text-align: center;">21 Days</p> <p style="text-align: center;"><i>(17 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.4.2, RL.4.6</p> <p style="text-align: center;">RI.4.3, RI.4.6</p> <p style="text-align: center;">W.4.2, W.4.3</p>	<p style="text-align: center;">RL.4.1, RL.4.3, RL.4.4, RL.4.5, RL.4.7, RL.4.10</p> <p style="text-align: center;">RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10</p> <p style="text-align: center;">W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10</p> <p style="text-align: center;">RF.4.3, RF.4.4</p> <p style="text-align: center;">SL.4.1, SL.4.2, SL.4.4, SL.4.6</p> <p style="text-align: center;">L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</p>	<p style="text-align: center;">Student Activity Books, Student Reader: <i>The Road to Independence</i>, Digital Components, End of Domain Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Read Aloud: <i>American Revolution: The road to Independence</i></p> <p style="text-align: center;">Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit</p>

FOURTH GRADE PRIORITY STANDARDS

<p>Unit 8</p>	<p style="text-align: center;">Treasure Island</p> <p style="text-align: center;">TOPIC & THEME</p> <p><i>Trace the development of plot, characters, and literary elements over the course of a novel; study the subgenre of adventure story</i></p> <p style="text-align: center;">READING</p> <p><i>Determine the meaning of descriptive words and phrases, identify figurative language, make inferences, and demonstrate understanding of literary devices</i></p> <p style="text-align: center;">WRITING</p> <p><i>Plan, draft, edit, and publish an adventure story using descriptive details, dialogue, and rising action</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p><i>Use graphic organizers to chart character development; illustrate texts; sequence events</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p><i>Informational text and a novel incorporating maps, letters, fact boxes, dialogue, and figurative language</i></p> <p>This unit examines the fiction genre through a classic novel, <i>Treasure Island</i>. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson’s popular adventure story. It is important for students in the upper elementary grades to read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this text presents an opportunity for students to learn about the adventure story as a unique subgenre of fiction. Students will also be exposed to other relevant aspects of the text, such as geography, pirates, and sailing.</p>	<p style="text-align: center;">26 Days</p> <p><i>(19 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> <p>NOTE: In this unit an End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.</p>	<p style="text-align: center;">RL.4.2, RL.4.4</p> <p style="text-align: center;">RI.4.3</p> <p style="text-align: center;">W.4.2, W.4.3</p>	<p style="text-align: center;">RL.4.1, RL.4.3, RL.4.4, RL.4.10</p> <p style="text-align: center;">RI.4.1, RI.4.2, RI.4.4, RI.4.8, RI.4.9</p> <p style="text-align: center;">W.4.4, W.4.5, W.4.6, W.4.9, W.4.10</p> <p style="text-align: center;">RF.4.3, RF.4.4</p> <p style="text-align: center;">SL.4.1, SL.4.2, SL.4.6</p> <p style="text-align: center;">L.4.1, L.4.2, L.4.3, L.4.4, L.4.5</p>	<p>Student Activity Books, Student Reader: <i>Treasure Island</i>, Digital Components, End of Domain Assessment, E-books/ Audio books</p>	<p>Read Aloud: Excerpt from <i>Twenty Thousand Leagues Under the Sea</i></p> <p>Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Core Connections Diagram, Story Rubric, Editing Checklist</p>
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FOURTH GRADE PRIORITY STANDARDS

	<p style="text-align: center;"><u>The Contraption Quest</u></p> <p>The Contraption Quest is a fun and immersive learning experience that uses mystery and narrative to create frequent opportunities to develop and practice writing skills. During the Quest your students will observe, interact with, and follow the exploits of the Contraption, a mechanical device that appears one day in the classroom (projected on a screen.) In each lesson, students create pieces of writing that they can use to interact with the Contraption and solve its puzzles.</p>	<p>10 Days</p>		<p>W.4.3, W.4.4, W.4.5 SL.4.1, SL.4.2</p>	<p>Contraption Notepads, Contraption Folders, Contraption App</p>	<p>Teacher Guide, Details Poster, Sharing Poster, Digital Handouts, Digital Worksheet, Contraption App, Speaking and Listening Checklist</p>

Grade 4 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 1: Personal Narratives										PP					BOY					Unit 2: Middle Ages Part 1									
										* The Contraption Quest: Unit 1																			
Week 7					Week 8					Week 9					Week 10					Week 11					Week 12				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 2: Middle Ages Part 1					PP					Unit 2: Middle Ages Part 2					PP					Unit 3: Poetry									
															* The Contraption Quest: Unit 2														
Week 13					Week 14					Week 15					Week 16					Week 17					Week 18				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 3: Poetry					PP					Unit 4: Eureka!					Unit 5: Geology														
										* The Contraption Quest: Unit 3										* The Contraption Quest: Unit 4									
Week 19					Week 20					Week 21					Week 22					Week 23					Week 24				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 5					PP					MOY					Unit 6: Contemporary Fiction with excerpts from The House on Mango Street					PP					Unit 7				
Week 25					Week 26					Week 27					Week 28					Week 29					Week 30				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 7: American Revolution										PP					Unit 8: Treasure Island														
Week 31					Week 32					Week 33																			
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5															
Unit 8					PP					EOY																			

APPENDIX

Reading for Literature Standards	Clarification/In the Classroom
<p>RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Clarification:</p> <p>Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text</p> <p>In the Classroom:</p> <p>The teacher poses a question. The teacher and students use a shared text to highlight details and examples that answer the question. Students share their answers and refer to the details and examples they highlighted. Students use graphic organizers to draw inferences by categorizing their thoughts into three columns: “The text says,” “I say,” and “So.”</p>
<p>RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Clarification:</p> <p>Students establish the theme of a story, drama, or poem by carefully examining key details. Students provide a summary of the text by using key details.</p> <p>In the Classroom:</p> <p>Students answer questions both orally and written, using grade-appropriate texts. They consider: What is the theme? What details led you to determine this theme? What does this story seem to really be about? What would I include from the beginning, middle, and end of the story? Students use two-column notes to collect ideas about the theme (i.e. Key Details/Possible Big Idea or Theme). The teacher guides students in generating a list of points from the text. The teacher and students work together to determine which of the points is a key idea and which are key details. Using the identified key idea and details, the teacher and students write a summary. To revise the summary and ensure it is concise, the teacher models crossing out unnecessary or repetitive details or sentences. The teacher and students discuss why some details and/or sentences were rejected and why some were included.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p>Clarification:</p> <p>Students thoroughly describe characters, settings, or events in a story or drama. They use specific details in a story or drama related to a character’s thoughts, words, or actions.</p> <p>In the Classroom:</p> <p>In a read aloud, the teacher uses a chart to record the sequence of events in a story. The teacher chooses one event to describe in great detail, and he/she shows students how to return to the story for specific details. Students choose characters from a story to describe in depth. They record their information on graphic organizers using details from the text. The graphic organizers include the characters’ names, their traits, their major challenges, their responses to the challenges, and their changes over time in the story.</p>
<p>RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p>	<p>Clarification:</p> <p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They examine specific words or phrases that impact the meaning or tone of the text.</p> <p>In the Classroom:</p> <p>The teacher models how to determine the meaning of words and phrases by using contextual strategies such as:</p> <ul style="list-style-type: none">• Referencing pictures or thinking about how a word/phrase fits with what is happening;• Looking at the words and phrases that surround the unknown word or phrase• Considering how the word is being used or its part of speech. <p>Students define words or phrases and consider: What does the word/phrase _____ mean as it is used in this sentence? What clues can help me? How does the word/phrase add to the tone? What is the importance of this word/phrase? How does it impact the meaning?</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p>	<p>Clarification:</p> <p>Students describe the significant differences between poems, drama, and prose. They use correct terminology when they talk or write about a text. For example, when speaking or writing about poems, they use literary terms such as verse, rhythm, and meter. When speaking or writing about dramas, they use literary terms such as cast of characters, settings, descriptions, dialogue, and stage directions.</p> <p>In the Classroom:</p> <p>Teacher and students create charts explaining the structural elements of poems, dramas, and prose. Students create Semantic Feature Analysis charts to record and compare various features of the structural elements. The teacher reviews the structural elements of poems, drama, and prose with students. He/she prepares cards with examples of poems, drama, and prose. Students work in pairs and label the structural elements they see in each example. Referring to the completed examples, the teacher guides a class discussion of the differences.</p>
<p>RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</p>	<p>Clarification:</p> <p>Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration.</p> <p>In the Classroom:</p> <p>Students use T-chart graphic organizers to compare and contrast the POV of different stories. The teacher reads a familiar fairy tale and guides the students to determine the point of view (who is telling the story?). The teacher then reads the same fairy tale that is told from another point of view. Students discuss the similarities and differences in the two points of view.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RL.4.7</p> <p>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.</p>	<p>Clarification:</p> <p>Students determine the connections between the written text of a story or drama and a presentation they watch or listen to of that same text. They determine which specific descriptions and directions from the written text are used precisely.</p> <p>In the Classroom:</p> <p>Students listen to a read aloud and watch a short film version of a novel or drama. They identify the similarities and differences in how the text and film convey the author’s message. Students listen to two read alouds of a short story or poem: one by the teacher and one from a professional recording. Using T-charts for each read aloud, students jot down words, images, or colors that they visualize. The teacher reads aloud a story to students and invites them to transform scenes from the story into audio recordings. The teacher reminds students to create sound effects to convey the setting, along with choosing appropriate music to set the mood. Students note what specific descriptions and directions from the written story they hear being used word-for-word in the audio recording</p>
<p>RL.4.8</p>	<p>Not applicable to literature.</p>
<p>RL.4.9</p> <p>Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>Clarification:</p> <p>Students determine the similarities and differences of how similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) are treated in stories, myths, and traditional literature from various cultures.</p> <p>In the Classroom:</p> <p>The teacher reads two texts with a similar theme, but from different cultures, and then records the following information: theme or topic, and how the events in the stories unfold. Students determine how the texts are similar and different, and how the themes or topics are used in the stories. Students read a common fairy tale, fable, or folktale. As a class, they discuss the story’s pattern of events and record these on charts. Students read a different version of the story from a different culture and record the pattern of events. Students highlight the similarities in the events in one color and the differences in the events in another color.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RL.4.10</p> <p>By the end of grade 4, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Clarification:</p> <p>By the end of grade 4, students competently read and understand literary texts on the high end of the 2-3 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p>In the Classroom:</p> <p>The teacher provides students with opportunities to select texts from a teacher-created text set. The teacher also provides reading time for students to read the text independently. While the students are reading, the teacher confers with individual students and small groups to learn what they do well, what they need to work on, and what teaching skills or strategies would help them become better readers.</p> <p>The teacher provides additional time from the independent reading time for students to talk about texts and write purposeful responses to texts. However, reading responses should not be assigned every time students read. Students read independently, with partners, or in groups for a variety of purposes – inquiry circles, book clubs, skill and strategy groups, etc. They keep records of their reading journeys on reading logs as a way to inform them of their reading stamina (such as number of books and minutes).</p>
<p>Reading for Informational Standards</p>	<p>Clarification/In the Classroom</p>
<p>RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Clarification:</p> <p>Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.</p> <p>In the Classroom:</p> <p>Using a complex mentor text, the teacher models inferring by thinking aloud how he/she makes inferences, being sure to connect the inferences to specific words and phrases in the text.</p> <p>Students use graphic organizers to draw inferences by categorizing their thoughts into three columns: Facts from Text + What I Know = Inferences.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Clarification:</p> <p>Students establish the main idea of a text and point out how it is strengthened through key details. Students provide a summary of the text using key details.</p> <p>In the Classroom:</p> <p>Teacher models and students practice strategies:</p> <ul style="list-style-type: none">• Surveying the text to get an idea of what the text is mostly about, then reading to see if the facts support the main idea.• Highlighting recurring details and ideas to determine the main idea.• Listing facts from a section of the text, considering what they are mostly about, then revising the main idea as more facts are collected. <p>Students use graphic organizers, such as Boxes and Bullets, to organize information into two categories: Boxes (main idea) or Bullets (details).</p>
<p>RI.4.3</p> <p>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.</p>	<p>Clarification:</p> <p>Students use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why.</p> <p>In the Classroom:</p> <p>The teacher provides an informational text. Students read the text and use sticky notes to identify where they notice a cause/effect relationship. Students use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text.</p> <p>The teacher provides a shared text on a scientific concept. The teacher highlights specific information from the text that explains the concept.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Clarification:</p> <p>Students examine the text to figure out the meaning of words and phrases appropriate to fourth grade topics and subject areas, using the context to inform their thinking.</p> <p>In the Classroom:</p> <p>The teacher creates a class chart of vocabulary words/ phrases that relate to the subject or topic being taught.</p> <p>Students annotate or use sticky notes to mark unknown words/phrases and then go back to determine the meanings. Students consider: What does the word/phrase _____ mean as it is used in this sentence/paragraph? What clues helped me determine the meaning? What do I already know about the topic that can help me determine the meaning of this unknown word? What text features can help me determine the word/phrase meaning?</p>
<p>RI.4.5</p> <p>Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Clarification:</p> <p>Students explain how the author organized the events, ideas, concepts, or information in a text, such as chronology, comparison, cause/effect, and problem/solution.</p> <p>In the classroom:</p> <p>Teacher models from a variety of texts how to use the text features and signal words to determine the structure:</p> <ul style="list-style-type: none">• Cause/Effect: because..., therefore, so, as a result, if... then..., this led to, consequently• Comparison: both, alike, similar, different, unlike, either, on the other hand, in contrast• Chronology: before, then, during, first, next, after, finally, since, later• Problem/Solution: challenge, issue, fixed, resolved <p>Students sort a variety of informational texts by structure using features and signal words. They create charts for each type with examples found in the texts</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RI.4.6</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Clarification:</p> <p>Students determine the similarities and differences of accounts of the same topic or event. One account is based on personal experience, and the other account is based on the author’s research. Students determine the differences in the information as well as the focus.</p> <p>In the classroom:</p> <p>While students follow along, the teacher reads aloud a text from a primary source (first-hand account) and an article (second-hand account) on the same topic or event. The teacher models for students how to highlight and annotate key details and the focus for each. Using a T-chart organizer, the teacher models how to record the information and how to compare and contrast the two accounts.</p> <p>The teacher shows a picture of an event and conducts a shared writing activity with the class by writing from the perspective of a person in the event (first-hand account) and from the perspective of a news reporter (secondhand account). The class discusses how the focus and the information are different across texts.</p>
<p>RI.4.7</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears</p>	<p>Clarification:</p> <p>Students explain information that is presented visually, orally, or quantitatively in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages, and then they describe how the format in which it appears helps them better understand the text.</p> <p>In the Classroom:</p> <p>The teacher places students in teams of two. Each team is asked to browse a website, a blog, and a video focused on a key topic. Students create graphic organizers to list the digital sources, how the information is presented, and how each format contributes to their understanding of the information.</p> <p>The teacher reads aloud a scientific or historical text and provides a photograph and a chart that accompany the text. The teacher invites students to share how the visual enhances their understanding of the text.</p>

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<p>RI.4.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Clarification:</p> <p>Students explain how the author supports specific points in a text by using reasons and evidence.</p> <p>In the Classroom:</p> <p>The teacher conducts a shared reading. Students highlight the particular point(s) the author is making in the text. Next, the teacher guides students to reread the text to underline reasons and evidence to support the author’s point(s). The teacher leads a class discussion on how the author uses evidence to support the reasons and key point(s).</p> <p>The teacher reads a text aloud. As the teacher models, students write a point from the text on notecards. Students work independently on additional notecards, writing reasons and evidence provided by the author.</p>
<p>RI.4.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Clarification:</p> <p>Students combine information from two texts on the same topic when writing or speaking to demonstrate knowledge of the topic.</p> <p>In the Classroom:</p> <p>The teacher reads aloud two texts about the same topic and records facts about a topic from both texts on a T-chart. The headers on the T-chart are labeled with the name of the texts. Students combine the information into a single paragraph about the topic. Students read two texts on the same topic. Students read the first text and write three sentences about the topic. Students read the second text and do the same. Students then work in pairs and create Venn diagrams to record their information on the topic. Students use one color to write information from the first text and another color for the second text. When both texts contain identical points, that Information is placed in the center of the diagram.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RI.4.10</p> <p>By the end of grade 4, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Clarification:</p> <p>By the end of grade 4, students competently read and understand informational texts on the high end of the 2-3 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p>In the Classroom:</p> <p>The teacher explicitly teaches scaffolding strategies to enable students to comprehend complex text such as previewing the text before reading, thinking aloud about the text, using text structures, determining the important ideas in what they read, and handling unfamiliar words they encounter.</p> <p>The teacher provides opportunities for students to be accountable during independent reading time by having students respond to reading through reading logs and written responses. The teacher incorporates opportunities within lessons for students to read texts independently for a specific purpose.</p>
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FOURTH GRADE PRIORITY STANDARDS

Foundational Skills Standards	Clarification/In the Classroom
<p>RF.4.2</p> <p>Create readable documents with legible handwriting (manuscript and cursive).</p>	<p>Clarification:</p> <p>Students create documents in cursive that are easy for others to read.</p> <p>In the Classroom:</p> <p>The teacher shares a sample of his/her own handwriting. Using a T-chart, with the right-hand column labeled “Keep Working on...” and the left-hand column labeled, “I like how...,” the teacher models self-assessing his/her handwriting. Students switch charts and samples of cursive writing. Students provide peer feedback.</p> <p>The teacher schedules ten to fifteen minutes of journal time with students writing only in cursive</p>
<p>RF.4.4</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context</p>	<p>Clarification:</p> <p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> • Students use what they know about letter-sound correspondences to read words. They are able to decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts. Students use these skills in context and in isolation. <p>In the Classroom:</p> <p>The teacher creates a prefix/suffix word wall. The teacher then displays a prefix/suffix and its meaning. Students refer to the word wall as they read independently. The teacher models for students how to break an unknown word into syllables. With partners, students practice breaking multisyllabic words into individual syllables.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>RF.4.5</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Clarification:</p> <p>Students read grade-level text smoothly and with enough accuracy so that they understand the text.</p> <ul style="list-style-type: none">• Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).• Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.• Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p>In the Classroom:</p> <p>While reading aloud to students, the teacher models reading with fluency and expression. During the read aloud, the teacher thinks aloud, commenting on accuracy, appropriate rate, expression, and re-reading to self-correct.</p> <p>Students participate in Reader's Theater or a Poetry Slam to develop expression, rate, and accuracy in reading.</p>
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FOURTH GRADE PRIORITY STANDARDS

Writing Standards	Clarification/In the Classroom
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> <p>c. Provide reasons that support the opinion.</p> <p>d. Use linking words and phrases to connect opinion and reasons.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>	<p>Clarification:</p> <p>Opinion writing is the first developing form of argument writing. Opinion writing has many purposes — to convince the reader that the writer’s position is correct, to change the reader’s point of view, or to encourage the reader to take action. Writers use reasons and information to support their points of view. At fourth grade, students are able to take a position on a topic or text and provide reasons with facts and details that support the position that has been taken.</p> <p>The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take a position and provide facts and details in support of this position. The teacher in fourth grade needs to model the writing process for opinion pieces in order to help students understand how to take a position and support it with reasons that are followed by facts and details. This starts by helping students clearly identify topics where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas to support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions.</p> <p>Students then revise and edit their writing to ensure their positions have adequate support, follow writing conventions, and use correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to help fourth grade students write clear and well-supported opinion pieces. During the revising and editing processes, the teacher and peers guide students and consider the task, purpose, and audience of the writing. Guiding questions for this purpose might include "Do the facts and details support my reasons and point of view?" and "Can my reader clearly understand my position and the reasons why I took this position?"</p>

FOURTH GRADE PRIORITY STANDARDS

<p>W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Link ideas within categories of information using words and phrases.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,</p>	<p>Clarification:</p> <p>Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Fourth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.</p> <p>The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood. The teacher in fourth grade needs to model the writing process for informative/explanatory texts in order to help students understand the structure of informative/explanatory writing. This begins by helping students identify a topic they can write an informative/explanatory piece about. The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic.</p> <p>The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.</p> <p>The teacher guides students’ writing so it is organized to introduce and explain the identified topic clearly and provide sufficient information in support of this explanation. This information is organized in paragraphs or sections to group related information. Students are also encouraged to use precise language to describe the topic under study. In addition, students need to be familiar with the domain-specific vocabulary related to their topic and use it appropriately in their writing. Throughout the text, students also use linking words and phrases to connect ideas within a category of information. To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or paragraphs that connect to the information or explanation presented. Throughout their writing, students may include formatting (e.g. headings, sections, etc.), use illustrations, and/or use multimedia to help the reader’s understanding of the topic.</p> <p>Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the</p>
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FOURTH GRADE PRIORITY STANDARDS

<p>with consideration to task, purpose, and audience.</p>	<p>teacher conducts writing conferences with students through the drafting, revising, editing processes to support students at fourth grade with writing pieces that include clearly identified topics with multiple facts, definitions, concrete details, quotations, precise language, domain-specific vocabulary, and any additional information necessary in order to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task, purpose, and audience the writing addresses. Guiding questions for this might include “Do I clearly identify and introduce my topic?” and “Do I achieve my purpose and clearly explain my topic so the reader can understand what I am explaining?” A final copy is published and shared with readers</p>
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FOURTH GRADE PRIORITY STANDARDS

<p>W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p>	<p>Clarification:</p> <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Fourth graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.</p> <p>The teacher supports the development of narrative writing by exposing students to narrative stories that use rich sensory details to describe an event. The fourth-grade teacher needs to model the writing process for narrative pieces in order to help students understand how to write a story that moves in sensible order and uses concrete details. This begins by helping students generate lists of events they have experienced or can imagine experiencing in order to identify a topic for their narrative pieces. The teacher provides the students with graphic organizers to help them sequence story events and identify relevant details to include.</p> <p>Students begin composing their drafts by acquainting the reader with the circumstances surrounding their chosen topics, including the narrator and/or characters. Students then unfold the sequence of events in a manner that is unforced. Students use dialogue and description to add to the experience and events. To signal the order of events, students use temporal transition words and phrases to maintain the progression of events. To develop their characters, students use dialogue and describe the characters’ thoughts, feelings, and actions to show their responses to other characters and circumstances in the narratives. Students also use words, phrases, and imagery to tell the story in a way that is more tangible or realistic. Students end their narratives in a way that connects to the experiences or events shared in the narrative.</p> <p>Students then revise their writing to ensure that their narrative uses effective narrative techniques, concrete details, and a natural order of events. Students edit their writing to ensure their narrative follows writing conventions, uses correct grammar, and contains proper spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to support fourth grade students with narrative writing. During the revising and editing process, the teacher and peers guide students to consider the task, purpose and audience of the piece. Guiding questions for this purpose might include “Does the order of this story make sense?” and “Do the details in my narrative make it more realistic?”</p>
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FOURTH GRADE PRIORITY STANDARDS

<p>W.4.4</p> <p>With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p>	<p>Clarification:</p> <p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective word processing skills. The teacher provides limited support and guidance.</p> <p>In the Classroom:</p> <p>The teacher shows students how to utilize online blogging websites or word processing programs to draft written pieces. The teacher models how to add comments. Students draft their pieces and collaborate with peers by adding comments.</p> <p>The teacher models how to embed images, add titles, change fonts, etc. in a word processing document. Students choose one-two of the modeled skills to practice as they create their writing assignments</p>
<p>W.4.5</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Clarification:</p> <p>Students investigate a topic through completing a short research project that builds knowledge about various features or angles of the topic.</p> <p>In the Classroom:</p> <p>The teacher models how to identify a topic of interest to research, how to write research questions to guide the research, and how to collect information using a notetaking graphic organizer. Students identify their topics, write guiding questions, and use note-taking organizers to gather information and create the research projects.</p> <p>Students brainstorm different aspects of a studied topic. Students choose which aspect they would like to research. After the students research their chosen aspect, the teacher groups the students so that each member of the group has researched a different aspect of the topic. The students work together to combine their research into a project that thoroughly investigates different aspects of the topic.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>W.4.6</p> <p>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</p>	<p>Clarification:</p> <p>Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students take notes and sort the information into categories, as well as provide a list of sources used.</p> <p>In the Classroom:</p> <p>Students watch a video on a topic or go on a virtual field trip and take notes on the experience. Students organize the notes into categories.</p> <p>The teacher models how to list sources used while researching. Students list sources they used during their writing, using a teacher provided template.</p>
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FOURTH GRADE PRIORITY STANDARDS

Speaking and Listening Standards	Clarification/In the Classroom
<p>SL.4.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding</p>	<p>Clarification:</p> <p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on third grade topics and texts. They communicate their own ideas and add to what others are saying.</p> <ul style="list-style-type: none"> • Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence). • Students know the rules for class discussions and take on meaningful roles by following those guidelines. • Students ask and answer specific questions to deepen understanding, clear up any confusion, and connect to others' comments. • Following a discussion, students review key ideas made during the discussion, explain their own ideas, and communicate their understanding of the topic. <p>In the Classroom:</p> <p>The teacher creates sentence starters (e.g., "I would like to add to what _____ said about _____."; "I disagree with _____ because _____.") to guide students in preparation for discussion groups.</p> <p>Students complete graphic organizers that list the key ideas expressed and how their own ideas changed because of the discussion</p>

FOURTH GRADE PRIORITY STANDARDS

<p>SL.4.2</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Clarification:</p> <p>Students restate in their own words information from parts of a text that is read aloud or presented to them in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos).</p> <p>In the Classroom:</p> <p>The teacher models paraphrasing the information provided in a chart or a graph for students. Students work in pairs to restate the information in a different chart or graph.</p> <p>The teacher reads a short paragraph aloud and models strategies for paraphrasing the paragraph such as:</p> <p>Rewording – replacing words and phrases with synonyms when appropriate;</p> <p>Rearranging – rearranging words within sentences to make new sentences;</p> <p>Realize – that some words cannot be changed, but they can be presented in a different way;</p> <p>Recheck – check to make sure the paraphrase has the same meaning as the original text.</p>
<p>SL.4.3</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Clarification:</p> <p>Students name the reasons and evidence a speaker uses to reinforce specific points.</p> <p>In the Classroom:</p> <p>Students watch a short video of someone giving a speech. The teacher gives students t-charts with two headings (e.g., “Important Points Made” and “Reasons and Evidence”).</p> <p>Students record the points made by the speaker and the evidence that support the points. Students share in whole group. Students watch and/or listen to a short speech. The first time, students record the “key points.” The second time, they list the evidence the speaker provides for each key point</p>

FOURTH GRADE PRIORITY STANDARDS

<p>SL.4.4</p> <p>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; adjust speech as appropriate to formal and informal discourse.</p>	<p>Clarification:</p> <p>Students present information, tell a story, or tell about an experience in a structured way. They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.</p> <p>In the Classroom:</p> <p>Students report on a topic of their choice. They choose the main ideas they want to share and provide elaboration by adding facts and descriptive details that support the main points.</p> <p>The teacher asks students to recount an experience to a peer. The teacher then asks students how they would adjust their speech to recount the same experience if they were sharing it with the school's principal. The teacher records the students' ideas on the board and highlights the differences between the informal discourse they used with their peers and the more formal discourse listed on the board. The teacher then asks the students to recount the same experience again, using the formal discourse listed on the board.</p>
<p>SL.4.5</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</p>	<p>Clarification:</p> <p>Students include audio recordings and visuals to their presentations to strengthen the development of main ideas and themes.</p> <p>In the Classroom:</p> <p>As a whole class, the teacher and students establish guidelines for the use of visual data (e.g., charts, graphs) within a presentation. Students apply those guidelines to their presentations.</p> <p>Students select the main ideas or themes from their presentations and practice adding music, sound effects, pictures, and images that enhance the development of the main idea/themes. Students practice their presentations with partners before presenting to the class.</p>

FOURTH GRADE PRIORITY STANDARDS

Language Standards	Clarification/In the Classroom
<p>L.4.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p>	<p>Clarification:</p> <p>See Language Grammar Continuum</p>
<p>L.4.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p>	<p>Clarification:</p> <p>See Language Grammar Continuum</p>
<p>L.4.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>	<p>Clarification:</p> <p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> • Students choose words and phrases which clearly depict ideas. • Students choose punctuation that will have the greatest impact on the reader. • Students recognize when formal English is appropriate (presentations), or when informal discourse, such as small group discussion, is suitable. <p>In the classroom:</p> <p>In pairs, students brainstorm as many situations where formal and informal language are appropriate and record on a two-column chart. Students share out, and the teacher adds each pair’s findings to a group chart that can be used for future reference.</p> <p>The teacher reads aloud various types of texts to draw attention to how authors use words and phrases to make meaning. Students explore their independent reading books for ways authors choose words and phrases to convey ideas or punctuation for effect. Students practice integrating words, phrases, and punctuation in their writing to add effect and demonstrate knowledge of language.</p>

FOURTH GRADE PRIORITY STANDARDS

<p>L.4.4</p> <p>Determine and/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: context clues, word parts, word relationships, and reference materials.</p>	<p>Clarification:</p> <p>Students figure out and/or confirm the meaning of grade 3 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p> <ul style="list-style-type: none">• Context clues: Students use definitions, examples, or restatements in the text to determine the meaning of the word or phrase.• Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root “graph” means “written” or “drawn” in the words telegraph, photograph, autograph.• Word relationships: students show they understand new words by relating them to their antonyms and synonyms.• Reference materials: Students consult reference materials such as dictionaries, glossaries, thesauruses, in print and digital formats to verify how to pronounce a word and to determine the exact meaning of the words and phrases in context. <p>In the classroom:</p> <p>The teacher provides passages from a mentor text(s) to read and underline unknown words. Students choose strategies to determine the meaning of the underlined words from a class anchor chart. Once they have an idea of what the word means, students use reference materials to check the meaning.</p> <p>The teacher models using context clues (definitions, examples, or restatements) to determine the meaning of unfamiliar words or multiple meaning words in a grade 4 text. As the teacher reads aloud the projected text, she/he stops at unfamiliar words or phrases and discusses the meaning with the class. Students turn and talk to discuss the clues in the text which identify the meaning. Students are chosen to come to the board and highlight clues which help identify the meaning</p>
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FOURTH GRADE PRIORITY STANDARDS

<p>L.4.5</p> <p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs..</p>	<p>Clarification:</p> <p>Students show they understand figurative language and subtle differences in word meanings.</p> <ul style="list-style-type: none">• Students determine the meaning of simple similes and metaphors from context. (e.g. as pretty as a picture).• Students identify and explain the meaning of familiar idioms, adages, and proverbs. <p>In the classroom:</p> <p>The teacher teaches different types of figurative language using a shared text. The teacher gives students copies of a shared text with examples of similes, metaphors, idioms, adages, or proverbs. Students highlight examples in the text and annotate in the margins what the figurative language means. Students share their annotations with partners.</p> <p>The teacher models how to identify and explain similes and metaphors by projecting text and highlighting similes or metaphors in the text. Students keep track of similes and metaphors found in independent reading texts on sticky notes or in their Reader’s Notebooks. Students also explain the meanings within the context of the text.</p>
<p>L.4.6</p> <p>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 and that are basic to a particular topic.</p>	<p>Clarification:</p> <p>Students learn and correctly use Tier 2 and Tier 3 words and phrases. They use words that indicate precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are essential to a specific subject (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>In the Classroom:</p> <p>The teacher reads texts aloud that have exemplary examples of precise actions, emotions, and states of being. The teacher stops at those places in the text and adds them to a 3-column chart. Students use a piece of their writing and find three places where they can revise what they have written to include more precise actions, emotions, and states of being.</p> <p>The teacher projects images that have various states of emotion. As the images are shown, students provide precise words that describe that emotion.</p>

FOURTH GRADE PRIORITY STANDARDS

Reading Literature and Reading Informational Text Priority Standards

KINDERGARTEN	
PRIORITY STANDARDS	
RL.K.3: With prompting and support, identify characters , settings, and major events in a story.	RI.K.3: With prompting and support, describe the connection between two individuals, events , ideas, or pieces of information in a text .
RI.K.4: With prompting and support, ask and answer questions about words in a text .	RF.K.1: Demonstrate understanding of the organization and basic features of print. (a-d)

FIRST GRADE	
PRIORITY STANDARDS	
RL.1.2: Retell stories, including key details , and demonstrate understanding of their central message or lesson.	RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
RI.1.2: Identify the main topic and retell key details of a text .	RI.1.5: Know and use various text features to locate key facts or information in a text .

SECOND GRADE	
PRIORITY STANDARDS	
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message , lesson, or moral .	RI.2.3: Describe the connection between a series of historical events , scientific ideas or concepts, or steps in technical procedures in a text .
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	

FOURTH GRADE PRIORITY STANDARDS

THIRD GRADE	
PRIORITY STANDARDS	
RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events .	RL.3.4: Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.8: Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

FOURTH GRADE	
PRIORITY STANDARDS	
RL.4.2: Determine a theme of a story, drama , or poem from details in the text; summarize the text.	RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RI.4.3: 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.	RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided.

FIFTH GRADE	
PRIORITY STANDARDS	
RL.5.2: Determine a theme of a story, drama , or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text.	RL.5.5: Explain how chapters , scenes, or stanzas provide the overall structure of a particular story, drama , or poem .
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.	RI.5.5: Compare and contrast the overall structure of events , ideas, concepts, or information in two or more texts.
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	