Jones County School District Pacing Guide Fourth Grade English Language Arts (ELA) First Nine Weeks	Date Introduced	Date Assessed
(I): Introduced **(O): Ongoing** **(A): Assessed (Formative and/or Summative) (Assessed Statements are in bold.)**		
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. I Can: • **RL.4.1.1 Retell a story in my own words. (I,A)** • *RL.4.1.2 Explain an inference. (I, A)* • *RL.4.1.3 Use prior knowledge to understand what I read to create an inference. (I, A)* • *RL.4.1.4 Include details/examples from the story to support my retelling and inferences (I, A)* • *RL.4.1.5 Locate/Recognize clues to understand ideas and events that are not stated directly in the text. (I, A)*		
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. I Can: • **RL.4.2.1 Identify the most important details from the passage. (I, A)** • RL.4.2.2 Use the most important details to determine the theme. (I) • RL.4.2.3 Combine the theme and important details to summarize the story, drama, or poem with a beginning, middle, and ending. (I)		
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). I Can: • **RL.4.3.1 Identify the character, setting, and important events from the story. (I, A)** • **RL.4.3.2 Discuss the characters' thoughts and actions. (I, A)** • **RL.4.3.3 Uncover reasons for the characters thoughts and actions and use these thoughts and actions to describe the character. (I, A)** • **RL.4.3.4 Describe the setting (time and place) of the story. (I, A)** • **RL.4.3.5 Examine how the setting affects what happens in the story. (I,A)** • **RL.4.3.6 Locate and summarize the events of a story/drama using specific details from the text – e.g. problem/solution. (I,A)** • **RL.4.3.7 Explain the events that led to a turning point in the story. (I,A)** • **RL.4.3.8 Justify the description of the character, setting, or event by using specific details from the**		

story/drama. (I,A)		
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). I Can: • **RL.4.4.1 Locate unfamiliar words and phrases. (I, A)** • **RL.4.4.2 Use context clues that give meaning to unfamiliar words and phrases. (I, A)** • RL.4.4.3 Identify and explain multiple meaning words using context clues. (I) • RL.4.4.4 Identify figurative language and give the literal meanings - onomatopoeia, simile, metaphor, hyperbole, personification, idiom, alliteration, assonance, imagery, rhyme. (I)		
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. I Can: • **RL.4.5.7 Define and discuss examples of elements of dramas (plays). (I,A)** • **RL.4.5.8 Determine the setting. (I, A)** • **RL.4.5.9 Locate the cast of characters. (I, A)** • **RL.4.5.10 Recognize and apply stage directions. (I, A)**		
RL.4.6. Compare and contrast the point of view from which different stories re narrated, including the difference between first- and third-person narrations. I Can: • **RL.4.6.1 Define narrator, point of view, first person, & third person point of view. (I, A)** • **RL.4.6.2 Identify and explain the characteristics of first-person point of view in passages. (I, A)** • **RL.4.6.3 Identify and explain the characteristics of third-person point of view in passages. (I, A)** • **RL.4.6.4 Compare and contrast first and third person points of view using various excerpts in a story. (I, A)**		
RL.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. I Can: • **RL.4.7.1 Read a story or drama (play) and describe in detail what it was about. (I, A)** • **RL.4.7.2 Listen to a story or drama and describe in detail what I heard. (I, A)** • **RL.4.7.3 View and understand a literary representation of a story. (I, A)** • **RL.4.7.4 Listen to and comprehend an oral presentation of the story. (I, A)** • **RL.4.7.5 Compare and contrast specific elements of a text to the movie/play/audio version. (I, A)**		
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. I Can: **RL.4.9.1 Examine the text to determine the author's purpose. (I, A)**		

• RL.4.9.2 Explain the patterns of events in a text (stories, myths, and traditional literature). (I) • RL.4.9.3 Identify the topics of different types of text (stories, myths, and traditional literature) from different cultures. (I) • RL.4.9.4 Identify the themes of different types of text (stories, myths, and traditional literature) from different cultures. (I) • RL.4.9.5 Explain how the themes and topics of similar text (stories, myths, and traditional literature) are alike and different. (I) • RL.4.9.6 Draw conclusions from the text to infer the themes for stories, myths, and traditional literature. (I)		
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. I Can: • RL.4.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, O) • RL.4.10.2 Read and comprehend literature with increasing text complexity and proficiency. (I, O) • RL.4.10.3 Read closer to the high end of the Lexile score 740-1010. (I, O)		
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. I Can: • RI.4.1.1 Use prior knowledge to understand what I read. (I) • RI.4.1.2 Discover clues to understand and explain ideas and events that are directly stated in the text. (I) • RI.4.1.3 Uncover clues to draw inferences that explain ideas and events that are not stated directly in the text. (I)		
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. I Can: • RI.4.2.1 Select the most important details from the passage. (I) • RI.4.2.2 Use the most important details to determine the main idea. (I) • RI.4.2.3 Combine the main idea and important details to summarize the passage. (I) • RI.4.2.4 Justify how the details support the main idea. (I)		
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. I Can: • RI.4.3.1 Identify key events in informational text. (I) • RI.4.3.2 Identify procedures in informational text. (I) • RI.4.3.3 Identify ideas in informational text. (I) • RI.4.3.4 Identify concepts in informational text. (I) • RI.4.3.5 Identify the cause/effect relationship with a historical, scientific, or technical text. (I) • RI.4.3.6 Explain the key events, procedures, ideas, and concepts used in informational text (i.e., steps in a lab procedure). (I) • RI.4.3.7 Justify my explanation based on specific information in the text. (I)		

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.
  I Can:
    • RI.4.4.1 Locate unfamiliar words and phrases found in grade 4 informational text. (I)
    • RI.4.4.2 Use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to   unfamiliar words and phrases. (I)
    • RI.4.4.3 Use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational text. (I)
    • RI.4.4.4 Explain words and phrases that refer to grade 4 informational text. (I)		

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
I Can:
    • RI.4.5.1 Define chronological order (time order).   (I, O)
    • RI.4.5.2 Identify text that is presented in chronological order. (I, O)
    • RI.4.5.3 Explain events, ideas, concepts, or information in a text or part of a text in chronological order. (I, O)
    • RI.4.5.4 Define compare and contrast. (I, O)
    • RI.4.5.5 Identify text organized using comparison, contrast, or both. (I, O)
    • RI.4.5.6 Explain how compare and contrast is used in the informational text. (I, O)
    • RI.4.5.7 Define cause (why) and effect (what happened). (I, O)
    • RI.4.5.8 Identify text organized using cause and effect.   (I, O)
    • RI.4.5.9 Explain cause/effect relationships in informational text. (I,O)
    • RI.4.5.10 Define problem and solution as found in informational text. (I,O)
    • RI.4.5.11 Explain a problem and its solution found in informational text. (I,,O)
    • RI.4.5.12 Discover characteristics of each text structure (chronology, compare/contrast, cause/effect, problem/solution). (I,O)
    • RI.4.5.13 Determine the overall structure used in informational text. (e.g., chronology, compare/contrast, cause/effect, problem/solution). (I,O)		

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.
  I Can:
    • RI.4.6.1 Determine narrator's point of view. (I, O)
    • RI.4.6.2 Define firsthand and secondhand account.   (I, O)
    • RI.4.6.3 Compare/contrast a firsthand account and secondhand account of the same informational text. (I, O)		

R1.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
  I Can:
    • RI.4.9.2 Explain how the two informational texts are related. (I)
    • R.I. 4.9.4 Combine the key points from two informational texts to write about a topic. (I)		

• R.I.4.9.5 Combine key points from two texts to speak about a topic. (I)		
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently with scaffolding as needed at the high end of the range. I Can: • **RI.4.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, O, A)** • **RI.4.10.2 Read and understand text (informational text) between Lexile scores 740-1010 (I, O, A)** • **RI.4.10.3 Read closer to the high end of the Lexile score 740-1010. (I, O, A)**		
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. I Can: • **RF.4.3.a.1 Recall syllabication rules. (I, A)** • **RF.4.3.a.2 Apply syllabication rules to grade-level words. (I,A)** • **RF.4.3.a.3 Use letter/sound relationships in order to pronounce words in text or alone. (I, A)** • RF.4.3.a.4 Identify roots and affixes in multi-syllabic words. (I, O) • RF.4.3.a.5 Use roots and affixes in order to pronounce words in text or alone. (I, O) • RF.4.3.a.6 Determine meanings of words by using knowledge of affixes. (I)		

RF.4.4   Read with sufficient accuracy and fluency to support comprehension.
   a.   Read on-level text with purpose and understanding.
   b.   Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
I Can:
• **RF.4.4.a.1 Read on-level text with fluency. (I, O, A)**
• **RF.4.4a.2 Read and understand on-level text for a purpose. (I, O, A)**
• **RF.4.4.c.1 Examine the text for clues to understand unfamiliar words and their meanings. (I, O, A)**
• **RF.4.4.c.2 Recognize when I need to re-read a text to get deeper understanding of what the text is about. (I, O, A)**		

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. I Can: • **W.4.3.a.1 Compose a personal narrative with a clear beginning, middle, and end. (I, A)**		

W.4.3.a.2 Describe story events as they happened in time order. (I, A) **W.4.3.b.1 Include dialogue to help show how characters respond to situations. (I, A)** **W.4.3.c.1 Use different transitional words and phrases to help the flow of my story. (I,A)** **W.4.3.d.1 Include vivid language to make my plot and setting more interesting. (I, A)** **W.4.3.d.2 Write to tell the reader what and who my story is about using detailed descriptions. (I, A)** **W.4.3.e.1 Write a conclusion to my story. (I, A)**		
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.) I Can: **W.4.4.1 Compose and organize writing for a particular audience/reason using clear language while staying on topic. (I,O,A)**		
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. I Can: - W.4.5.1 With guidance and support, check to make sure that my writing contains grade appropriate vocabulary and vivid language (use resources to assist me in my writing). (I,O) - W.4.5.2 With guidance and support, add, delete, or rearrange the order of my sentences to make sure that my writing is organized and clear. (I,O) - W.4.5.3 With guidance and support, use my knowledge of grammar, punctuation, capitalization, and spelling to correct mistakes in my writing. (I,O)		
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. I Can: - W.4.6.1 With guidance and support, use keyboarding skills to publish writing. (I,O) - W.4.6.2 With guidance and support, utilize the Internet to work with others to create a written piece with the help of my teacher. (I,O) - W.4.6.3 With guidance and support, use different computer programs to write with the help of my teacher. (I,O) - W.4.6.4 With guidance and support, use different computer programs to work with others to create a written piece with the help of my teacher. (I,O)		
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 character, setting, or event, in a story or drama, drawing on specific details in the text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 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"). I Can: **W.4.9.a.1 Draw details or examples from the text to prove my conclusions about the characters, settings, or**		

events from a story or drama. (I, O, A) • W.4.9.b.1 Draw details or examples from informational texts to support my findings, thoughts, and conclusions. (I,O)		
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. I Can: • **W.4.10.1 Compose short pieces of writing for various audiences. (I, O, A)** • **W.4.10.2 Compose short pieces of writing for multiple purposes (inform, persuade, entertain). (I, O, A)** • **W.4.10.3 Compose short pieces of writing for a variety of subject areas (science, social studies, reading, etc.). (I, O, A)** • **W.4.10.4 Use several writing sessions to research, reflect, and revise a piece of writing for various audiences. (I, O, A)** • **W.4.10.5 Use several writing sessions to research, reflect, and revise a piece of writing for multiple purposes (inform, persuade, entertain). (I, O, A)** • **W.4.10.6 Use several writing sessions to research, reflect, and revise a piece of writing for a variety of subject areas (science, social studies, reading, etc.). (I, O, A)**		
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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. I Can: • **SL.4.1.a.1 Read and study my topic to prepare for a class discussion. (I, O, A)** • **SL.4.1.b.1 Identify ways to listen effectively. (I, O, A)** • **SL.4.1.b.2 Follow the rules for a class discussion. (I, O, A)** • **SL.4.1.b.3 Do my assigned parts during a class discussion. (I, O, A)** • **SL.4.1.c.1 Answer questions to provide feedback or expand a topic. (I, O, A)** • **SL.4.1.c.2 Ask questions to clarify my understanding of the topic. (I, O, A)** • **SL.4.1.d.1 Reflect on key points from the discussion. (I, O, A)**		
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally. I Can: • **SL.4.2.1 Paraphrase/tell in my own words information from a text read aloud. (I, O, A)** • **SL.4.2.2 Paraphrase information presented to me in a variety of ways (visual/oral). (I, O, A)**		

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. I Can: • **SL.4.3.1 Listen attentively to a speaker. (I, O, A)** • **SL.4.3.2 Identify speaker's key points. (I, O, A)** • **SL.4.3.3 Recognize facts and examples that support the key points. (I, O, A)**		
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. I Can: • **SL.4.4.1 Speak clearly and at a pace so listeners can understand. (I, O, A)** • **SL.4.4.2 Use relevant facts and vivid details to tell about an experience orally. (I, O, A)** • **SL.4.4.3 Use relevant facts and vivid details to tell a story orally. (I, O, A)** • **SL.4.4.4 Use relevant facts and vivid details to report on a topic orally. (I, O, A)**		
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. I Can: • **SL.4.5.1 Include a visual aid (e.g., posters, charts, power points) to support the main idea and theme of my presentation. (I, O, A)**		
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. I Can: • **SL.4.6.1 Distinguish between situations when formal and informal English is appropriate. (I, O, A)** • **SL.4.6.2 Use formal English when addressing an audience. (I, A,O)** • **SL.4.6.3 Use informal English when communicating with peers in a small-group setting. ((I, O, A)**		
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that)* and relative adverbs (*where, when, why).* b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking)* verb tenses. c. Use modal auxiliaries (e.g., *can, may, must)* to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag).* 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).* * I Can: • **L.4.1.e.1 Identify prepositions. (I, A)** • **L.4.1.e.2 Identify prepositional phrases. (I, A)** • **L.4.1.e.3 Create a sentence that includes a prepositional phrase. (I, A)**		

• **L.4.1.f.1 Compose a simple sentence. (I, O, A)** • **L.4.1.f.2 Compose a compound sentence. (I, O, A)** • **L.4.1.f.4. Compose a complex sentence (I, O, A)** • **L.4.1.f.5 Determine the correct punctuation within and at the end of sentences. (I, O, A)** • **L.4.1.f.6 Compose a compound sentence using a semicolon. (I, O, A)** • **L.4.1.f.7 Identify fragments, run-ons, and complete sentences. (I, O, A)** • **L.4.1.f.8 Modify fragments and run-ons to create complete sentences. (I, O, A)** • **L.4.1.g.1 Identify homophones (e.g., *to, too, two; there, their). (I, O, A)**		

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed.
I Can:
• **L.4.2.a.1 Use correct capitalization in writing. (I, O,A)**
• **L.4.2.c.3 Use a comma before a coordinating conjunction correctly in a compound sentence. (I, O, A)**
• **L.4.2.c.4 Compose a compound sentence using a comma and coordinating conjunction correctly. (I, O, A)**
• **L.4.2.d.1 Spell 4th grade words correctly. (I, O, A)**
• **L.4.2.d.2 Use appropriate references to check spelling (dictionary, spell check, teacher, peer). (I, O, A)**		

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). I Can: • **L.4.3.a.1 Use words and phrases to express my ideas when writing, speaking, reading, or listening. (I, O, A)** • **L.4.3.b.1 Use correct punctuation when writing to show different effects. (I, O, A)** • **L.4.3.c.1 Speak using formal English when presenting to an audience. (I, O, A)** • **L.4.3.c.2 Speaking using informal English when working in a small group. (I, O, A)**		

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. 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. I Can: • **L.4.4.a.1 Use context clues to figure out the meanings of unfamiliar words or phrases (e.g., definitions, examples, synonyms/antonyms or restatements in text). (I, O, A)** • L.4.4.b.3 Use Greek and Latin affixes and roots as clues to determine the meaning of words (e.g., *telegraph, photograph, autograph).* (I, O) • **L.4.4.c.1 Use a dictionary/glossary (print or digital) to pronounce words. (I, O, A)** • **L.4.4.c.2 Use a dictionary/glossary (print or digital) to determine the meaning of key words and phrases. (I, O, A)** • **L.4.4.c.3 Use a thesaurus to clarify the meaning of key words and phrases. (I, O, A)**		
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Demonstrate understanding of words by relating them to their opposites (antonyms) I Can: • **L.4.5.c.1 Identify antonyms. (I, O, A)** • **L.4.5.c.2 Identify synonyms. (I, O, A)**		
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered)* and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). I Can: • **L.4.6.1 Use a 4th grade academic vocabulary word that will make sense in my writing. (I, O, A)** • **L.4.6.2 Use 4th grade domain specific (related to a particular topic) words that will make sense in my writing. (I, O, A)** • **L.4.6.3 Use 4th grade level words and phrases to express actions, emotions, and states of being (e.g., *quizzed, whined, stammered). (I, O, A)***		

FOURTH GRADE 1ST 9 WEEKS ASSESSED STANDARDS'

RL.4.1.1 Retell a story in my own words. (I, A)

RL.4.1.2 Explain an inference. (I, A)

RL.4.1.3 Use prior knowledge to understand what I read to create an inference. (I, A)

RL.4.1.4 Include details/examples from the story to support my retelling and inferences (I, A)

RL.4.1.5 Locate/Recognize clues to understand ideas and events that are not stated directly in the text. (I, A)

RL.4.2.1 Identify the most important details from the passage. (I, A)
RL.4.3.1 Identify the character, setting, and important events from the story. (I, A)
RL.4.3.2 Discuss the characters' thoughts and actions. (I, A)
RL.4.3.3 Uncover reasons for the characters thoughts and actions and use these thoughts and actions to describe the character. (I, A)
RL.4.3.4 Describe the setting (time and place) of the story. (I, A)
RL.4.3.5 Examine how the setting affects what happens in the story. (I,A)
RL.4.3.6 Locate and summarize the events of a story/drama using specific details from the text – e.g. problem/solution. (I,A)
RL.4.3.7 Explain the events that led to a turning point in the story. (I,A)
RL.4.3.8 Justify the description of the character, setting, or event by using specific details from the story/drama. (I,A)
RL.4.4.1 Locate unfamiliar words and phrases. (I, A)
RL.4.4.2 Use context clues that give meaning to unfamiliar words and phrases. (I, A)
RL.4.5.8 Determine the setting. (I, A)
RL.4.5.9 Locate the cast of characters. (I, A)
RL.4.5.10 Recognize and apply stage directions. (I, A)
RL.4.6.1 Define narrator, point of view, first person, & third person point of view. (I, A)
RL.4.6.2 Identify and explain the characteristics of first-person point of view in passages. (I,A)
RL.4.6.3 Identify and explain the characteristics of third-person point of view in passages. (I,A)
RL.4.6.4 Compare and contrast first and third person points of view using various excerpts in a story. (I,A)
RL.4.7.1 Read a story or drama (play) and describe in detail what it was about. (I, A)
RL.4.7.2 Listen to a story or drama and describe in detail what I heard. (I, A)
RL.4.7.3 View and understand a literary representation of a story. (I, A)
RL.4.7.4 Listen to and comprehend an oral presentation of the story. (I, A)
RL.4.7.5 Compare and contrast specific elements of a text to the movie/play/audio version. (I, A)
RL.4.9.1 Examine the text to determine the author's purpose. (I, A)
RI.4.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, A)
RI.4.10.2 Read and understand text (informational text) between Lexile scores 740-1010 (I, A)
RI.4.10.3 Read closer to the high end of the Lexile score 740-1010. (I, A)
RF.4.3.a.1 Recall syllabication rules. (I, A)
RF.4.3.a.2 Apply syllabication rules to grade-level words. (I,A)
RF.4.3.a.3 Use letter/sound relationships in order to pronounce words in text or alone. (I, A)
RF.4.4.a.1 Read on-level text with fluency. (I, A, O)
RF.4.4a.2 Read and understand on-level text for a purpose. (I, A,O)
RF.4.4.c.1 Examine the text for clues to understand unfamiliar words and their meanings. (I, A, O)

RF.4.4.c.2 Recognize when I need to re-read a text to get deeper understanding of what the text is about. (I, A, O)
W.4.3.a.1 Compose a personal narrative with a clear beginning, middle, and end. (I, A)
W.4.3.a.2 Describe story events as they happened in time order. (I, A)
W.4.3.b.1 Include dialogue to help show how characters respond to situations. (I, A)
W.4.3.c.1 Use different transitional words and phrases to help the flow of my story. (I, A)
W.4.3.d.1 Include vivid language to make my plot and setting more interesting. (I,A)
W.4.3.d.2 Write to tell the reader what and who my story is about using detailed descriptions. (I,A)
W.4.3.e.1 Write a conclusion to my story. (I,A)
W.4.4.1 Compose and organize writing for a particular audience/reason using clear language while staying on topic. (I,O,A)
W.4.9.a.1 Draw details or examples from the text to prove my conclusions about the characters, settings, or events from a story or drama. (I,O,A)
W.4.10.1 Compose short pieces of writing for various audiences. (I, O, A)
W.4.10.2 Compose short pieces of writing for multiple purposes (inform, persuade, entertain). (I, O, A)
W.4.10.3 Compose short pieces of writing for a variety of subject areas (science, social studies, reading, etc.). (I, O, A)
W.4.10.4 Use several writing sessions to research, reflect, and revise a piece of writing for various audiences. (I, O, A)
W.4.10.5 Use several writing sessions to research, reflect, and revise a piece of writing for multiple purposes (inform, persuade, entertain). (I,O, A)
W.4.10.6 Use several writing sessions to research, reflect, and revise a piece of writing for a variety of subject areas (science, social studies, reading, etc.). (I,O, A)
SL.4.6.1 Distinguish between situations when formal and informal English is appropriate. (I, A, O)
SL.4.6.2 Use formal English when addressing an audience. (I, A, O)
SL.4.6.3 Use informal English when communicating with peers in a small-group setting. (I, A, O)
L.4.1.e.1 Identify prepositions. (I, A)
L.4.1.e.2 Identify prepositional phrases. (I, A)
L.4.1.e.3 Create a sentence that includes a prepositional phrase. (I, A)
L.4.1.f.1 Compose a simple sentence. (I, A)
L.4.1.f.5 Determine the correct punctuation within and at the end of sentences. (I, A)
L.4.1.f.6 Compose a compound sentence using a semicolon. (I, A)
L.4.1.f.7 Identify fragments, run-ons, and complete sentences. (I, A)
L.4.1.f.8 Modify fragments and run-ons to create complete sentences. (I, A)
L.4.1.g.1 Identify homophones (e.g., to, too, two; there, their). (I, A)
L.4.2.a.1 Use correct capitalization in writing. (I, A)
L.4.2.c.3 Use a comma before a coordinating conjunction correctly in a compound sentence. (I, O, A)

L.4.2.c.4 Compose a compound sentence using a comma and coordinating conjunction correctly. (I, O, A)

L.4.3.a.1 Use words and phrases to express my ideas when writing, speaking, reading, or listening. (I, O, A)

L.4.3.b.1 Use correct punctuation when writing to show different effects. (I, O, A)

L.4.3.c.1 Speak using formal English when presenting to an audience. (I, O, A)

L.4.3.c.2 Speaking using informal English when working in a small group. (I, O, A)

L.4.4.a.1 Use context clues to figure out the meanings of unfamiliar words or phrases (e.g., definitions, examples, synonyms/antonyms or restatements in text). (I, O, A)

L.4.4.c.1 Use a dictionary/glossary (print or digital) to pronounce words. (I, O, A)

L.4.4.c.2 Use a dictionary/glossary (print or digital) to determine the meaning of key words and phrases. (I, O, A)

L.4.4.c.3 Use a thesaurus to clarify the meaning of key words and phrases. (I, O, A)

L.4.5.c.1 Identify antonyms. (I, A , O)

L.4.5.c.2 Identify synonyms. (I, A, O)

L.4.6.1 Use a 4th grade academic vocabulary word that will make sense in my writing. (I, O, A)

L.4.6.2 Use 4th grade domain specific (related to a particular topic) words that will make sense in my writing. (I, O, A)

L.4.6.3 Use 4th grade level words and phrases to express actions, emotions, and states of being (e.g., quizzed, whined, stammered). (I, O, A)