

**Jones County School District Pacing Guide**  
**Fourth Grade English Language Arts (ELA)**  
**Fourth Nine Weeks**

(I): Introduced  
(O): Ongoing  
(A): Assessed (Formative and/or Summative) (Assessed Statements are in bold.)

	Date Introduced	Date Assessed
<p><b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>I Can:</p> <p><b>RL.4.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (O, A)</b>  <b>RL.4.10.2 Read and comprehend literature with increasing text complexity and proficiency. (O, A)</b>  <b>RL.4.10.3 Read closer to the high end of the Lexile score 740-1010. (O, A)</b></p>		
<p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.</p> <p>I Can:</p> <p><b>RI.4.4.1 Locate unfamiliar words and phrases found in grade 4 informational text. (O, A)</b>  <b>RI.4.4.2 Use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases. (O, A)</b>  <b>RI.4.4.3 Use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational text. (O, A)</b>  <b>RI.4.4.4 Explain words and phrases that refer to grade 4 informational text. (O, A)</b></p>		
<p><b>RI.4.10.</b> 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.</p> <p>I Can:</p> <p><b>RI.4.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (O, A)</b>  <b>RI.4.10.2 Read and understand text (informational text) between Lexile scores 740-1010 (O, A)</b>  <b>RI.4.10.3 Read closer to the high end of the Lexile score 740-1010. (O, A)</b></p>		

<p><b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p>I Can:</p> <p><b>RF.4.4.a.1</b> Read on-level text with fluency. (O, A)  <b>RF.4.4.a.2</b> Read and understand on-level text for a purpose. (O, A)  <b>RF.4.4.a.3</b> Read on-level text and recognize unfamiliar words. (O, A)  <b>RF.4.4.b.1</b> Read 4<sup>th</sup> grade level prose orally with accuracy, rate, and expression. (O, A)  <b>RF.4.4.c.1</b> Examine the text for clues to understand unfamiliar words and their meanings. (O, A)  <b>RF.4.4.c.2</b> Recognize when I need to re-read a text to get deeper understanding of what the text is about. (O, A)</p>		
<p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to reading comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas with categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p>I Can:</p> <p><b>W.4.2.a.1</b> Examine the topic given. (I, O, A)  <b>W.4.2.a.2</b> List ideas and information to support topic given. (I, O, A)  <b>W.4.2.a.3</b> Organize facts, definitions, concrete details, quotations, or other information and examples to explain my topic. (I, O, A)  <b>W.4.2.a.4</b> Include informational features and multimedia to help readers understand my topic. (I, O, A)  <b>W.4.2.a.5</b> Formulate a topic sentence. (I, O, A)  <b>W.4.2.b.1</b> Create a piece of writing to explain an informational topic using supporting details. (I, O, A)  <b>W.4.2.b.2</b> Use words related to my topic to describe my subject. (I, O, A)  <b>W.4.2.c.1</b> Connect my ideas by using words and phrases (e.g., another, for example, also, because) (I, O, A)  <b>W.4.2.d.1</b> Use vocabulary that is specific to the topic to inform the reader. (I, O, A)  <b>W.4.2.e.1</b> Write a conclusion related to my informational topic. (I, O, A)</p>		
<p><b>W.4.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task,</p>		

<p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>I Can:  <b>W.4.4.1 Compose and organize writing for a particular audience/reason using clear language while staying on topic. (O, A)</b></p>		
<p><b>W.4.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>I Can:  <b>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). (O, A)</b>  <b>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. (O, A)</b>  <b>W.4.5.3 With guidance and support, use my knowledge of grammar, punctuation, capitalization, and spelling to correct mistakes in my writing. (O, A)</b></p>		
<p><b>W.4.6.</b> 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.</p> <p>I Can:  <b>W.4.6.1 With guidance and support, demonstrate sufficient command of keyboarding skills. (O, A)</b>  <b>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. (O, A)</b>  <b>W.4.6.3 With guidance and support, use different computer programs to write with the help of my teacher. (O, A)</b>  <b>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. (O, A)</b></p>		
<p><b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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”).</li> <li>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”).</li> </ol>		

<p>I Can:  <b>W.4.9.b.1 Draw details or examples from informational texts to support my findings, thoughts, and conclusions. (O, A)</b></p>		
<p><b>W.4.10.</b> 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.</p> <p>I Can:  <b>W.4.10.1 Compose short pieces of writing for various audiences. (O, A)</b>  <b>W.4.10.2 Compose short pieces of writing for multiple purposes (inform, persuade, entertain). (O, A)</b>  <b>W.4.10.3 Compose short pieces of writing for a variety of subject areas (science, social studies, reading, etc.). (O, A)</b>  <b>W.4.10.4 Use several writing sessions to research, reflect, and revise a piece of writing for various audiences. (O, A)</b>  <b>W.4.10.5 Use several writing sessions to research, reflect, and revise a piece of writing for multiple purposes (inform, persuade, entertain). (O, A)</b>  <b>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.). (O, A)</b></p>		
<p><b>SL.4.1.</b> 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> <ol style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> <p>I Can:  <b>SL.4.1.a.1 Read and study my topic to prepare for a class discussion. (O, A)</b>  <b>SL.4.1.b.1 Identify ways to listen effectively. (O, A)</b>  <b>SL.4.1.b.2 Follow the rules for a class discussion. (O, A)</b>  <b>SL.4.1.b.3 Do my assigned parts during a class discussion. (O, A)</b>  <b>SL.4.1.c.1 Answer questions to provide feedback or expand a topic. (O, A)</b></p>		

<p><b>SL.4.1.c.2 Ask questions to clarify my understanding of the topic. (O, A)</b>  <b>SL.4.1.d.1 Reflect on key points from the discussion. (O, A)</b></p>		
<p><b>SL.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>I Can:</p> <p><b>SL.4.2.1 Paraphrase/tell in my own words information from a text read aloud. (O, A)</b>  <b>SL.4.2.2 Paraphrase information presented to me in a variety of ways (visual/oral). (O, A)</b></p>		
<p><b>SL.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p>I Can:</p> <p><b>SL.4.3.1 Listen attentively to a speaker. (O, A)</b>  <b>SL.4.3.2 Identify speaker’s key points. (O, A)</b>  <b>SL.4.3.3 Recognize facts and examples that support the key points. (O, A)</b></p>		
<p><b>SL.4.4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>I Can:</p> <p><b>SL.4.4.1 Speak clearly and at a pace so listeners can understand. (O, A)</b>  <b>SL.4.4.2 Use relevant facts and vivid details to tell about an experience orally. (O, A)</b>  <b>SL.4.4.3 Use relevant facts and vivid details to tell a story orally. (O, A)</b>  <b>SL.4.4.4 Use relevant facts and vivid details to report on a topic orally. (O, A)</b></p>		
<p><b>SL.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>I Can:</p> <p><b>SL.4.5.1 Include a visual aid (e.g., posters, charts, power points) to support the main idea and theme of my presentation. (O, A)</b>  <b>SL.4.5.2 Include audio in my presentation to support my main idea and theme. (O, A)</b></p>		
<p><b>SL.4.6.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas and situations) where informal discourse is appropriate) (e.g., small-group discussion; use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>		

<p>I Can:  <b>SL.4.6.1 Distinguish between situations when formal and informal English is appropriate. (O, A)</b>  <b>SL.4.6.2 Use formal English when addressing an audience. (O, A)</b>  <b>SL.4.6.3 Use informal English when communicating with peers in a small-group setting. (O, A)</b></p>		
<p><b>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than a <i>red small bag</i>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li> </ul> <p>I Can:</p> <ul style="list-style-type: none"> <li><b><i>L.4.1.a.2 Use relative pronouns when I write or speak.</i></b></li> <li><b><i>L.4.1.a.4 Use relative adverbs when I write or speak.</i></b></li> <li><b><i>L.4.1.b.2 Create sentences using progressive verbs correctly (e.g., I was walking; I am walking; I will be walking).</i></b></li> <li><b><i>L.4.1.c.2 Use auxiliary verbs (shall, will, should, could, would, etc.) correctly in reference to time or mood</i></b></li> <li><b><i>L.4.1.d.1 Arrange adjectives within sentences in the conventional order.</i></b></li> <li><b><i>L.4.1.e.1 Identify prepositions.</i></b></li> <li><b><i>L.4.1.e.2 Identify prepositional phrases.</i></b></li> <li><b><i>L.4.1.e.3 Create a sentence that includes prepositional phrases.</i></b></li> <li><b><i>L.4.1.f.1 Compose a simple sentence.</i></b></li> <li><b><i>L.4.1.f.2 Compose a compound sentence.</i></b></li> <li><b><i>L.4.1.f.4 Compose a complex sentence.</i></b></li> <li><b><i>L.4.1.f.5 Determine the correct punctuation within and at the end of sentences.</i></b></li> <li><b><i>L.4.1.f.6 Compose a compound sentence using a semicolon.</i></b></li> <li><b><i>L.4.1.f.7 Identify fragments, run-ons, and complete sentences.</i></b></li> <li><b><i>L.4.1.f.8 Modify fragments and run-ons to create complete sentences.</i></b></li> <li><b><i>L.4.1.g.2 Determine which homophones to use in a sentence (e.g., to, too, two; there, their).</i></b></li> <li><b><i>L.4.1.g.3 Use homophones correctly when writing (e.g., to, too, two; there, their).</i></b></li> </ul>		

<p><b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> <p>I Can:</p> <ul style="list-style-type: none"> <li><b>L.4.2.a.1 Use correct capitalization in writing.</b></li> <li><b>L.4.2.a.2 Correctly punctuate and capitalize titles (e.g books, songs, magazines, poems, stories, etc...).</b></li> <li><b>L.4.2.b.1 Use commas and quotation marks to show dialogue.</b></li> <li><b>L.4.2.b.2 Use commas and quotation marks to show quotations from a text.</b></li> <li><b>L.4.2.c.1 Identify coordinating conjunctions.</b></li> <li><b>L.4.2.c.2 Identify compound sentences.</b></li> <li><b>L.4.2.c.3 Use a comma before a coordinating conjunction correctly in a compound sentence.</b></li> <li><b>L.4.2.c.4 Compose a compound sentence using a comma and coordinating conjunction correctly.</b></li> <li><b>L.4.2.d.1 Spell 4th grade words correctly.</b></li> <li><b>L.4.2.d.2 Use appropriate references to check spelling (dictionary, spell check, teacher, peer).</b></li> </ul>		
<p><b>L4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.*</li> <li>b. Choose punctuation for effect.*</li> <li>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).</li> </ul> <p>I Can:</p>		

<p><b>L.4.3.a.1 Use words and phrases to express my ideas when writing, speaking, reading, or listening.</b></p> <p><b>L.4.3.b.1 Use correct punctuation when writing to show different effects.</b></p> <p><b>L.4.3.c.1 Speak using formal English when presenting to an audience.</b></p> <p><b>L.4.3.c.2 Speaking using informal English when working in a small group.</b></p>		
<p><b>L.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>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.</li> </ul> <p>I Can:</p> <p><b>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). (O. A)</b></p> <p><b>L.4.4.c.1 Use a dictionary/glossary (print or digital) to pronounce words.</b></p> <p><b>L.4.4.c.2 Use a dictionary/glossary (print or digital) to determine the meaning of key words and phrases.</b></p> <p><b>L.4.4.c.3 Use a thesaurus to clarify the meaning of key words and phrases.</b></p>		
<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms)</li> </ul> <p>I Can:</p> <p><b>L.4.5.c.1 Identify antonyms.</b></p> <p><b>L.4.5.c.2 Identify synonyms.</b></p>		
<p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,</p>		

<p>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).</p> <p>I Can:</p> <p><b>L.4.6.1 Use a 4<sup>th</sup> grade academic vocabulary word that will make sense in my writing. (O, A)</b></p> <p><b>L.4.6.2 Use 4<sup>th</sup> grade domain specific (related to a particular topic) words that will make sense in my writing. (O, A)</b></p> <p><b>L.4.6.3 Use 4<sup>th</sup> grade level words and phrases to express actions, emotions, and states of being (e.g., quizzed, whined, stammered). (O, A)</b></p>		
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**FOURTH NINE WEEKS ASSESSED STANDARDS**

- RL.4.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (O, A)
- RL.4.10.2 Read and comprehend literature with increasing text complexity and proficiency. (O, A)
- RL.4.10.3 Read closer to the high end of the Lexile score 740-1010. (O, A)
- RI.4.4.1 Locate unfamiliar words and phrases found in grade 4 informational text. (O, A)
- RI.4.4.2 Use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases. (O, A)
- RI.4.4.3 Use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational text. (O, A)
- RI.4.4.4 Explain words and phrases that refer to grade 4 informational text. (O, A)
- RI.4.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (O, A)
- RI.4.10.2 Read and understand text (informational text) between Lexile scores 740-1010 (O, A)
- RI.4.10.3 Read closer to the high end of the Lexile score 740-1010. (O, A)
- RF.4.4.a.1 Read on-level text with fluency. (O, A)
- RF.4.4.a.2 Read and understand on-level text for a purpose. (O, A)
- RF.4.4.a.3 Read on-level text and recognize unfamiliar words. (O, A)
- RF.4.4.b.1 Read 4th grade level prose orally with accuracy, rate, and expression. (O, A)
- RF.4.4.b.2 Read 4th grade level poetry orally with accuracy, rate, and expression. (O, A)
- RF.4.4.c.1 Examine the text for clues to understand unfamiliar words and their meanings. (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. (O, A)
- W.4.2.a.1 Examine the topic given. (I, O, A)
- W.4.2.a.2 List ideas and information to support topic given. (I, O, A)
- W.4.2.a.3 Organize facts, definitions, concrete details, quotations, or other information and examples to explain my topic. (I, O, A)
- W.4.2.a.4 Include informational features and multimedia to help readers understand my topic. (I, O, A)

- W.4.2.a.5 Formulate a topic sentence. (I, O, A)
- W.4.2.b.1 Create a piece of writing to explain an informational topic using supporting details. (I, O, A)
- W.4.2.b.2 Use words related to my topic to describe my subject. (I, O, A)
- W.4.2.c.1 Connect my ideas by using words and phrases (e.g., another, for example, also, because) (I, O, A)
- W.4.2.d.1 Use vocabulary that is specific to the topic to inform the reader. (I, O, A)
- W.4.2.e.1 Write a conclusion related to my informational topic. (I, O, A)
- W.4.4.1 Compose and organize writing for a particular audience/reason using clear language while staying on topic. (O, A)
- 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). (O, A)
- 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. (O, A)
- W.4.5.3 With guidance and support, use my knowledge of grammar, punctuation, capitalization, and spelling to correct mistakes in my writing. (O, A)
- W.4.6.1 With guidance and support, demonstrate sufficient command of keyboarding skills. (O, A)
- 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. (O, A)
- W.4.6.3 With guidance and support, use different computer programs to write with the help of my teacher. (O, A)
- 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. (O, A)
- W.4.9.b.1 Draw details or examples from informational texts to support my findings, thoughts, and conclusions. (O, A)
- W.4.10.1 Compose short pieces of writing for various audiences. (O, A)
- W.4.10.2 Compose short pieces of writing for multiple purposes (inform, persuade, entertain). (O, A)
- W.4.10.3 Compose short pieces of writing for a variety of subject areas (science, social studies, reading, etc.). (O, A)
- W.4.10.4 Use several writing sessions to research, reflect, and revise a piece of writing for various audiences. (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). (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.). (O, A)
- SL.4.1.a.1 Read and study my topic to prepare for a class discussion. (O, A)
- SL.4.1.b.1 Identify ways to listen effectively. (O, A)
- SL.4.1.b.2 Follow the rules for a class discussion. (O, A)
- SL.4.1.b.3 Do my assigned parts during a class discussion. (O, A)
- SL.4.1.c.1 Answer questions to provide feedback or expand a topic. (O, A)
- SL.4.1.c.2 Ask questions to clarify my understanding of the topic. (O, A)

- SL.4.2.1 Paraphrase/tell in my own words information from a text read aloud. (O, A)
- SL.4.2.2 Paraphrase information presented to me in a variety of ways (visual/oral). (O, A)
- SL.4.3.1 Listen attentively to a speaker. (O, A)
- SL.4.3.2 Identify speaker's key points. (O, A)
- SL.4.3.3 Recognize facts and examples that support the key points. (O, A)
- SL.4.4.1 Speak clearly and at a pace so listeners can understand. (O, A)
- SL.4.4.2 Use relevant facts and vivid details to tell about an experience orally. (O, A)
- SL.4.4.3 Use relevant facts and vivid details to tell a story orally. (O, A)
- SL.4.4.4 Use relevant facts and vivid details to report on a topic orally. (O, A)
- SL.4.5.1 Include a visual aid (e.g., posters, charts, power points) to support the main idea and theme of my presentation. (O, A)
- SL.4.5.2 Include audio in my presentation to support my main idea and theme. (O, A)
- SL.4.6.1 Distinguish between situations when formal and informal English is appropriate. (O, A)
- SL.4.6.2 Use formal English when addressing an audience. (O, A)
- SL.4.6.3 Use informal English when communicating with peers in a small-group setting. (O, A)
- L.4.1.a.2 Use relative pronouns when I write or speak.
- L.4.1.a.4 Use relative adverbs when I write or speak.
- L.4.1.b.2 Create sentences using progressive verbs correctly (e.g., I was walking; I am walking; I will be walking).
- L.4.1.c.2 Use auxiliary verbs (shall, will, should, could, would, etc.) correctly in reference to time or mood
- L.4.1.d.1 Arrange adjectives within sentences in the conventional order.
- L.4.1.e.1 Identify prepositions.
- L.4.1.e.2 Identify prepositional phrases.
- L.4.1.e.3 Create a sentence that includes prepositional phrases.*
- L.4.1.f.1 Compose a simple sentence.
- L.4.1.f.2 Compose a compound sentence.
- L.4.1.f.4 Compose a complex sentence.
- L.4.1.f.5 Determine the correct punctuation within and at the end of sentences.
- L.4.1.f.6 Compose a compound sentence using a semicolon.
- L.4.1.f.7 Identify fragments, run-ons, and complete sentences.
- L.4.1.f.8 Modify fragments and run-ons to create complete sentences.
- L.4.1.g.2 Determine which homophones to use in a sentence (e.g., to, too, two; there, their).
- L.4.1.g.3 Use homophones correctly when writing (e.g., to, too, two; there, their).
- L.4.2.a.1 Use correct capitalization in writing
- L.4.2.a.2 Correctly punctuate and capitalize titles (e.g., books, songs, magazines, poems, stories, etc...). (O, A)

- L.4.2.b.1 Use commas and quotation marks to show dialogue.
- L.4.2.b.2 Use commas and quotation marks to show quotations from a text.
- L.4.2.c.1 Identify coordinating conjunctions.
- L.4.2.c.2 Identify compound sentences.
- L.4.2.c.3 Use a comma before a coordinating conjunction correctly in a compound sentence.
- L.4.2.c.4 Compose a compound sentence using a comma and coordinating conjunction correctly
- L.4.2.d.1 Spell 4th grade words correctly. (O, A)
- L.4.2.d.2 Use appropriate references to check spelling (dictionary, spell check, teacher, peer). (O, A)
- L.4.3.a.1 Use words and phrases to express my ideas when writing, speaking, reading, or listening.
- L.4.3.b.1 Use correct punctuation when writing to show different effects.
- L.4.3.c.1 Speak using formal English when presenting to an audience.
- L.4.3.c.2 Speaking using informal English when working in a small group.
- 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). (O, A)
- L.4.4.c.1 Use a dictionary/glossary (print or digital) to pronounce words.
- L.4.4.c.2 Use a dictionary/glossary (print or digital) to determine the meaning of key words and phrases.
- L.4.4.c.3 Use a thesaurus to clarify the meaning of key words and phrases.
- L.4.5.c.1 Identify antonyms.
- L.4.5.c.2 Identify synonyms.
- L.4.6.1 Use a 4th grade academic vocabulary word that will make sense in my writing. (O, A)
- L.4.6.2 Use 4th grade domain specific (related to a particular topic) words that will make sense in my writing. (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). (O, A)