

2017-2018

4th Grade ELA – Unit 1

Dates: July 31st - September 8th

- **4.RF.1** Apply foundational reading skills to demonstrate reading fluency and comprehension.
- **4.RF.4.2** Use the six major syllable patterns (CVC, CVr, V, VV, VCe, ClE) to read unknown words.
- **4.RF.4.6** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context.
- **4.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **4.RL.1** Read and comprehend a variety of literature within a range of complexity for grades 4-5.
- **4.RL.2.2** Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- **4.RL.2.3** Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- **4.RL.3.2** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
- **4.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5.
- **4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences in a text.
- **4.RN.2.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4.RN.3.2** Describe the organizational structure (e.g. charts, tables, graphs, headings, subheadings, font, and format).
- **4.RV.2.2** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.RV.2.4** Apply knowledge of word structure elements (e.g. suffixes, prefixes, common Greek and Latin roots and affixes), known words, and word patterns to determine meaning.
- **4.W.6.1e** Usage - Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g. yet, nor, so).
- **4.SL.4.1** Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **4.SL.2.4** 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.
- **4.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- **4.W.4** Apply the writing process to-
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice); revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice; edit writing for format and conventions (e.g. spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.

- **4.W.3.3** Write narrative compositions in a variety of forms that -
 - Establish an introduction, with a context to allow the reader to imagine the world of the event of experience.
 - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
 - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
 - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events.
- **4.W.6.2** Demonstrate command of capitalization, punctuation, and spelling.

2017-2018

4th Grade ELA – Unit 2

Dates: Sept 11th- Nov 3rd

- **4.RF.1** Apply foundational reading skills to demonstrate reading fluency and comprehension.
- **4.RF.4.2** Use the six major syllable patterns (CVC, CVr, V, VV, VCe, ClE) to read unknown words.
- **4.RF.4.6** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context.
- **4.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **4.RL.1** Read and comprehend a variety of literature within a range of complexity for grades 4-5.
- **4.RL.2.2** Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- **4.RL.2.3** Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- **4.RL.3.2** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
- **4.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5.
- **4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences in a text.
- **4.RN.2.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4.RN.3.2** Describe the organizational structure (e.g. charts, tables, graphs, headings, subheadings, font, and format).
- **4.RV.2.2** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.RV.2.4** Apply knowledge of word structure elements (e.g. suffixes, prefixes, common Greek and Latin roots and affixes), known words, and word patterns to determine meaning.
- **4.W.6.1e** Usage - Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g. yet, nor, so).
- **4.SL.4.1** Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **4.SL.2.4** 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.
- **4.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- **4.W.4** Apply the writing process to-
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice); revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice; edit writing for format and conventions (e.g. spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.

- **4.W.3.3** Write narrative compositions in a variety of forms that -
 - Establish an introduction, with a context to allow the reader to imagine the world of the event of experience.
 - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
 - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
 - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events.
- **4.W.6.2** Demonstrate command of capitalization, punctuation, and spelling.

2017-2018

4th Grade ELA – Unit 3

Dates: Nov 6th - Dec 22nd

- **Reading:**

- **4.RF.1** Apply foundational reading skills to demonstrate reading fluency and comprehension.
- **4.RF.4.2** Use the six major syllable patterns (CVC, CVr, V, VV, VCe, ClE) to read unknown words.
- **4.RF.4.6** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context.
- **4.RF.5** Orally read grade level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **4.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **4.RL.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RL.3.2** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
- **4.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from a text.
- **4.RN.2.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4.RN.3.1** Apply knowledge of text features to locate information and gain meaning from a text (e.g. charts, tables, graphs, headings, subheadings, font/format).
- **4.RN.3.2** Describe the organizational structure (e.g. chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
- **4.RN.4.1** Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
- **4.RV.2.1** Apply context clues (e.g. word, phrase, sentence, and paragraph clues) and text features (e.g. charts, headings/subheadings, font/format) to determine the meanings of unknown words.
- **4.RV.2.2** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.RV.2.4** Apply knowledge of word structure elements (e.g. suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
- **4.W.6.1b** Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g. can, may, must).
- **4.SL.2.3** Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
- **4.SL.2.4** 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.
- **4.SL.4.1** Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

- **4.ML.1** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
- **4.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- **4.W.3.1** Write informative compositions on a variety of topics that -
 - Provide an introductory paragraph with a clear main idea.
 - Provide supporting paragraphs with topic and summary sentences.
 - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
 - Connect ideas using words and phrases.
 - Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.
 - Use language and vocabulary appropriate for audience and topic.
 - Provide a concluding statement or section.
- **4.W.3.3** Write narrative compositions in a variety of forms that -
 - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
 - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
 - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
 - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
 - Provide an ending that follows the narrated experiences or events.
- **4.W.4** Apply the writing process to -
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g. spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **4.W.6.1** Demonstrate command of English grammar and usage.
- **4.W.6.2** Demonstrate command of capitalization, punctuation, and spelling.
- **4.RV.1** Build and use accurately general academic and content-specific words and phrases.
- **4.RV.3.1** Determine how words and phrases provide meaning to works of literature, including figurative language (e.g. similes, metaphors, or hyperbole).
- **4.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **4.SL.3.2** Identify and use evidence a speaker provides to support particular points.

2017-2018

4th Grade ELA – Unit 4

Dates: Jan 8th - Feb 16th

Reading:

- **4.RF.1** Apply foundational reading skills to demonstrate reading fluency and comprehension.
- **4.RF.4.2** Use the six major syllable patterns (CVC, CVr, V, VV, VCe, ClE) to read unknown words.
- **4.RF.4.6** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context.
- **4.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **4.RL.1** Read and comprehend a variety of literature within a range of complexity for grades 4-5.
- **4.RL.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RL.2.3** Describe a character, setting, or event in a story of play, drawing on specific details in the text, and how that impacts the plot.
- **4.RL.4.2** Compare and contrast the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.
- **4.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5.
- **4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RN.2.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4.RN.2.3** Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
- **4.RV.2.1** Apply context clues (e.g. word, phrase, sentence, and paragraph clues) and text features (e.g. charts, headings, subheadings, font, and format) to determine the meanings of unknown words.
- **4.RV.2.2** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.RV.2.4** Apply knowledge of word structure elements (e.g. suffixes, prefixes, common Greek and Latin roots and affixes), known words, and word patterns to determine meaning.
- **4.RV.3.2** Determine the meanings of general academic and content-specific words and phrases.
- **4.RV.2.5** Consult reference materials, both print and digital (e.g. dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.
- **4.W.6.1** Demonstrate command of English grammar and usage.
- **4.W.6.1a** Nouns/Pronouns - Writing sentences that include relative pronouns (e.g. who, which) and reflexive pronouns (e.g. myself, ourselves) and explaining their functions in the sentence.
- **4.SL.4.1** Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **4.SL.3.2** Identify and use evidence a speaker provides to support particular points.
- **4.SL.4.2** Create oral presentations that maintain a clear focus, using multimedia to enhance the development of themes and main ideas that engage the audience.

- **Writing Workshop:**
- **4.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- **4.W.3.2** Write informative compositions on a variety of topics that -
 - Provide an introductory paragraph with a clear main idea.
 - Provide supporting paragraphs with topic and summary sentence.
 - Provide facts, specific details, and examples from various source and text to support ideas and extend explanations.
 - Connect ideas using words and phrases.
 - Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.
 - Use language and vocabulary appropriate for audience and topic.
 - Provide a concluding statement or section.
- **4.W.4** Apply the writing process to-
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice); revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice; edit writing for format and conventions (e.g. spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **4.W.5** Conduct short research on a topic.
 - Identify a specific question to address (e.g. what is the history of the Indy 500?)
 - Use organizational features of print and digital sources to efficiently locate further information.
 - Summarize and organize information in their own words, giving credit to the source.
 - Present the research information, choosing for a variety of formats.
- **4.W.6.2** Demonstrate command of capitalization, punctuation, and spelling.
- **4.RV.1** Build and use accurately general academic and content-specific words and phrases.
- **4.RN.3.2** Describe the organizational structure (e.g. charts, tables, graphs, headings, subheadings, font, and format).
- **4.RN.4.2** Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
- **4.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas quickly.
- **4.SL.3.1** Summarize major ideas and supportive evidence from text read aloud of information presented in diverse media and formats, including visually, quantitatively, and orally.

20172018

4th Grade ELA – Unit 5

Dates: Feb 20th April 13th

Reading:

- **4.RF.1** Apply foundational reading skills to demonstrate reading fluency and comprehension.
- **4.RF.4.2** Use the six major syllable patterns (CVC, CVr, V, VV, VCe, ClE) to read unknown words.
- **4.RF.4.6** Use knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context.
- **4.RF.5** Orally read grade level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **4.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **4.RL.2.2** Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- **4.RL.2.3** Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- **4.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RN.2.2** Determine the main idea of the text and explain how it is supported by key details; summarize the text.
- **4.RN.3.1** Apply knowledge of text features to locate information and gain meaning from a text (e.g. charts, tables, graphs, headings, subheadings, font/format).
- **4.RN.3.2** Describe the organizational structure (e.g. chronological, problem solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
- **4.RN.4.1** Determine between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
- **4.RN.4.2** Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
- **4.RV.2.1** Apply context clues (e.g. word phrase, sentence, and paragraph clues) and text features (e.g. charts, headings/subheading, font/format) to determine the meanings of unknown words.
- **4.RV.2.2** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.RV.2.4** Apply knowledge of word structure elements (e.g. suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
- **4.W.6.1** Demonstrate command of English grammar and usage.
- **4.W.6.1b** Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense.
- **4.W.6.1c** Writing sentences using relative adverbs (e.g. where, when) and explaining their functions in the sentence.
- **4.W.6.1e** Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions(e.g. Yet, nor, so).

- **4.SL.2.3** Demonstrate knowledge and use of agreed upon rules for discussions and carry out assigned roles.
- **4.SL.4.1** Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

Writing Workshop:

- **4.W.1** Write routinely over a variety of time frames and for a range of discipline specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- **4.W.2.1** Write legibly in print or cursive, forming letters and words that can be read by others.
- **4.W.3.1** Write persuasive compositions in a variety of forms that
 - In an introductory statement, clearly state an opinion to a particular audience.
 - Support the opinion with facts and details from various sources, including texts.
 - Use an organizational structure to group related ideas that support the purpose.
 - Connect opinion and reasons using words and phrases.
 - Provide a concluding statement or section related to the position presented.
- **4.W.3.3** Write narrative compositions in a variety of forms that
 - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
 - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
 - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
 - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
 - Provide an ending that follows the narrated experiences or events.
- **4.W.4** Apply the writing process to
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g. spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **4.RL.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RL.3.1** Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
- **4.RL.3.2** Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
- **4.RL.4.2** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- **4.SL.2.1** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) on grade appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **4.SL.3.2** Identify and use evidence from the text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **4.RV.3.1** Determine how words and phrases provide meaning to works of literature, including figurative language (e.g. similes, metaphors, or hyperbole).
- **4.RV.3.3** Explain the meanings of proverbs, adages, and idioms in context.

- **4.W.6.1d** Writing sentences that include prepositions, explaining their functions in the sentence.
- **4.W.6.2a** Capitalizing the names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
- **4.W.6.2b** Correctly use apostrophes to form possessives and contractions. Correctly use quotation marks and commas to mark direct speech. Use comma before a coordinating conjunction in a compound sentence.

- 2017 - 2018
- 4th Grade ELA – Unit 6
- Dates: April 16th May 25th

Reading:

- **4.RF.1** Apply foundational reading skills to demonstrate reading fluency and comprehension.
- **4.RF.4.2** Use the six major syllable patterns (CVC, CVr, V, VV, VCe, ClE) to read unknown words.
- **4.RF.4.6** Use knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context.
- **4.RF.5** Orally read grade level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **4.RL.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RL.2.2** Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- **4.RL.3.2** Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
- **4.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RN.2.2** Determine the main idea of the text and explain how it is supported by key details; summarize the text.
- **4.RN.2.3** Explain the relationships between events, procedures, ideas, or concepts in historical, scientific, or technical text, based on specific information in the text.
- **4.RN.3.1** Apply knowledge of text features to locate information and gain meaning from a text (e.g. charts, tables, graphs, headings, subheadings, font/format).
- **4.RN.3.2** Describe the organizational structure (e.g. chronological, problem solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
- **4.RV.2.1** Apply context clues (e.g. word phrase, sentence, and paragraph clues) and text features (e.g. charts, headings/subheading, font/format) to determine the meanings of unknown words.
- **4.RV.2.2** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.RV.2.4** Apply knowledge of word structure elements (e.g. suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
- **4.W.6.1e** Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g. Yet, nor, so).
- **4.W.6.2a** Capitalizing the names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
- **4.W.6.2b** Correctly use apostrophes to form possessives and contractions. Correctly use quotation marks and commas to mark direct speech. Use comma before a coordinating conjunction in a compound sentence.
- **4.SL.2.5** Review the key ideas expressed and explain personal ideas in reference to the discussion.
- **4.SL.3.1** Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Writer's Workshop:

- **4.RL.2.3** Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- **4.RL.4.2** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- **4.RV.1** Build and use accurately general academic and content specific words and phrases.
- **4.W.1** Write routinely over a variety of time frames and for a range of discipline specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- **4.W.3.1** Write informative compositions on a variety of topics that
 - Provide an introductory paragraph with a clear main idea.
 - Provide supporting paragraphs with topic and summary sentences.
 - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
 - Connect ideas using words and phrases.
 - Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.
 - Use language and vocabulary appropriate for audience and topic.
 - Provide a concluding statement or section.
- **4.W.4:** Apply the writing process to
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g. spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **4.W.5** Conduct short research on a topic.
 - Identify a specific question to address (e.g. what is the history of the Indy 500?)
 - Use organizational features of print and digital sources to efficiently locate further information.
 - Summarize and organize information in their own words, giving credit to the source.
 - Present the research information, choosing for a variety of formats.
- **4.W.6.1d:** Writing sentences that include prepositions, explaining their functions in the sentence.