

1st Quarter

4th Grade English Language Arts Standards

4.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles

4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

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.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.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.

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.6.1 Demonstrate command of English grammar and usage, focusing on:

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.W.6.1b Verbs – • 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.W.6.1c Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

4.W.6.1e Usage – 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.6.2b Punctuation – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.

4.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

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.2.4 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.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.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 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.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.3.2 Identify and use evidence a speaker provides to support particular points.

2nd Quarter

4th Grade English Language Arts Standards

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.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.3.1 Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.

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.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.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.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.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

4.SL.2.2 Explore ideas under discussion by drawing on readings and other information.

4.SL.2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion.

3rd Quarter

4th Grade English Language Arts Standards

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.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.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

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.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.W.6.2b Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

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.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.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

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 to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

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.

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.4.2 Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

4th Quarter

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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.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.W.6.1b Verbs – • 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.W.6.2b Punctuation – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.