

CPSD ELA: Grade 4 Curriculum

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Reading (Literature)</b>  <b>RL.4.1</b>  <b>RL.4.2</b>                      RL.4.3                      RL.4.4                      RL.4.5  <b>RL.4.6</b>                      RL.4.7                      RL.4.9</p> <p><b>Reading Foundations</b>  <b>RF.4.3</b>  <b>RF.4.4</b></p> <p><b>Writing</b>                      W.4.4                      W.4.5                      W.4.6                      W.4.9  <b>W.4.10</b></p> <p><b>Speaking and Listening</b>                      SL.4.1                      SL.4.6</p> <p><b>Language</b>  <b>L.4.1</b>  <b>L.4.2</b>                      L.4.3  <b>L.4.4</b>                      L.4.5                      L.4.6</p>	<p><b>Reading (Information)</b>  <b>RI.4.1</b>  <b>RI.4.2</b>                      RI.4.3                      RI.4.4  <b>RI.4.5</b>                      RI.4.6  <b>RI.4.7</b>                      RI.4.8                      RI.4.9</p> <p><b>Reading Foundations</b>  <b>RF.4.3</b>  <b>RF.4.4</b></p> <p><b>Writing</b>  <b>W.4.2</b>                      W.4.4                      W.4.5                      W.4.6                      W.4.7                      W.4.8                      W.4.9  <b>W.4.10</b></p> <p><b>Speaking and Listening</b>                      SL.4.1                      SL.4.4                      SL.4.6</p> <p><b>Language</b>  <b>L.4.1</b>  <b>L.4.2</b>                      L.4.3  <b>L.4.4</b>                      L.4.5                      L.4.6</p>	<p><b>Reading (Literature &amp; Information)</b>  <b>RL.4.1</b>                      RL.4.2                      RL.4.6  <b>RI.4.1</b>                      RI.4.2                      RI.4.5  <b>RI.4.7</b></p> <p><b>Reading Foundations</b>  <b>RF.4.3</b>  <b>RF.4.4</b></p> <p><b>Writing</b>  <b>W.4.2</b>                      W.4.4                      W.4.5                      W.4.6                      W.4.9  <b>W.4.10</b></p> <p><b>Speaking and Listening</b>                      SL.4.1                      SL.4.6</p> <p><b>Language</b>  <b>L.4.1</b>  <b>L.4.2</b>                      L.4.3  <b>L.4.4</b>                      L.4.5                      L.4.6</p>	<p><b>Reading (Literature &amp; Information)</b>  <b>RL.4.1</b>                      RL.4.2  <b>RL.4.6</b>                      RL.4.10                      RI.4.1                      RI.4.2                      RI.4.5  <b>RI.4.7</b>                      RI.4.10</p> <p><b>Reading Foundations</b>  <b>RF.4.3</b>  <b>RF.4.4</b></p> <p><b>Writing</b>                      W.4.1                      W.4.3                      W.4.4                      W.4.5                      W.4.6                      W.4.9  <b>W.4.10</b></p> <p><b>Speaking and Listening</b>                      SL.4.1                      SL.4.2                      SL.4.3                      SL.4.4                      SL.4.5                      SL.4.6</p> <p><b>Language</b>  <b>L.4.1</b>  <b>L.4.2</b>                      L.4.3  <b>L.4.4</b>                      L.4.6</p>

\*\*\* Power standards are highlighted.

ELA	Reading: Literary Texts	Writing: Sentences	Grade Level	4	Dates	Quarter 1
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## CPSD Power Standards and Learning Indicators

### Reading

- RL.4.1 Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences.
  - I can give details and examples from the text to support my answer.
  - I can quote evidence from a text to support my inference.
- RL.4.2 Examine a grade-appropriate literary text to provide a summary and determine a theme.
  - I can write a summary of a literary text.
  - I can infer the theme and support it with evidence from the text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
  - I can determine if a story is told from first-person or third-person point-of-view.
  - I can explain how the narrator's point of view impacts the story.
- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - I can use word analysis skills to decode words.
  - I can read irregular words.
- RF.4.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
  - I can read accurately to comprehend texts.
  - I can read fluently (smoothly and with expression).

### Language

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking.
  - I can form simple and compound sentences.
  - I can use frequently confused words correctly.
  - I can make sure my subject agrees with my verb.
  - I can use adjectives and adjective phrases to enhance my writing.
  - I can use adverbs and adverbial phrases to enhance my writing.
  - I can maintain parallel structure in my writing.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.
  - I can use commas correctly.
  - I can punctuate compound sentences correctly.
  - I can capitalize words in my sentence correctly.
- 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 effective strategies.
  - I can determine the meaning of words and phrases.
  - I can apply strategies to understand multiple-meaning words/phrases.

### Writing

- W.4.10 Write routinely over extended time frames, time for • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two)

for a range of discipline-specific tasks, purposes, and audiences.

- I can write for a specific task, purpose, and audience.
- I can produce writing appropriate for short or extended time frames.
- I can revise my own writing based on feedback, when appropriate.

### Additional Arkansas Standards

- 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, actions).
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language.
- RL.4.5 Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.
- RL.4.9 Compare and contrast the treatment of similar *themes* and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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 to produce writing in a single sitting.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1 Engage effectively in a range of *collaborative conversations/discussions*.
- SL.4.6 Use *standard English* when speaking, differentiating between contexts that call for *formal English* and situations where informal discourse is appropriate.
- L.4.3 Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for grade level.
- 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, endangered).

#### Students will know:

- Explicit evidence
- Evidence-based inferences
- Using a direct quote from a text supports an explanation
- Summaries
  - Include **highlights** of a story (characters, setting, problem, solution, theme)
- The elements of a story
  - characters
  - setting
  - problem/solution
  - theme
- A theme is a central message, lesson, or moral.
- Authors develop theme through particular details.

#### Students will be able to:

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a theme (central message, lesson, or moral) and provide evidence from the text
- Compare and contrast points of view in different stories
- Understand the difference between point of view and perspective
- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency
- Read with grade-level accuracy
- Identify tasks, purposes, and audience for writing.

- Compare means similarities
- Contrast means differences
- Points of View
  - 1st person
  - 3rd person
- Strategies to decode words (word analysis skills)
  - Letter sound knowledge
  - Six syllable types
  - Affixes (prefixes and suffixes)
  - Greek and Latin roots
- Strategies to comprehend grade-level texts
  - Reread
  - Visualize
  - Make connections
  - Question
  - Infer
  - Predict
  - Analyze
- Various writing formats
  - Paragraphs
- Organizational structures appropriate to different tasks, purposes, and audiences
- Multiple meanings of words and phrases
- Various strategies to aid with determining meaning of words and phrases

- Apply the appropriate organizational structure to writing
- Reflect/revise his/her own writing

ELA	Reading: Informational	Writing: Informational	Grade Level	4	Dates	Quarter 2
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## CPSD Power Standards and Learning Indicators

### Reading

- RI.4.1 Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences.
  - I can give details and examples from the text to support my answer.
  - I can quote evidence from a text to support my inference.
- RI.4.2 Examine a grade-appropriate informational text to provide a summary and determine the main idea of a text.
  - I can summarize important details in an informational text.
  - I can infer a main idea and support it with evidence.
- 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 determine the text structure an author uses to present information.
  - I can compare and contrast two texts.
  - I can use text features to locate information.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text.
  - I can use information presented in a variety of ways to better understand a topic.

### Language

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking.
  - I can form simple and compound sentences.
  - I can use frequently confused words correctly.
  - I can make sure my subject agrees with my verb.
  - I can use adjectives and adjective phrases to enhance my writing.
  - I can use adverbs and adverbial phrases to enhance my writing.
  - I can maintain parallel structure in my writing.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.
  - I can use commas correctly.
  - I can punctuate compound sentences correctly.
  - I can capitalize words in my sentence correctly.
- 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 effective strategies.
  - I can determine the meaning of words and phrases.
  - I can apply strategies to understand multiple-meaning words/phrases.

### Writing

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - I can write a well-organized informative or explanatory text.
  - I can revise my own writing based on feedback.
- W.4.10 Write routinely over extended time frames, time for • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two)

for a range of discipline-specific tasks, purposes, and audiences.

- I can write for a specific task, purpose, and audience.
- I can produce writing appropriate for short or extended time frames.
- I can revise my own writing based on feedback, when appropriate.

### Additional Arkansas Standards

- RI.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, actions).
- RI.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language.
- RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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 to produce writing in a single sitting.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources. (Take notes and categorize information; Provide a list of sources.)
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1 Engage effectively in a range of *collaborative conversations/discussions* (one-on-one, in group, teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.4 Report on a topic or text, tell a story, or *recount* an experience to support main ideas or *themes*. (Organize ideas logically; Use appropriate facts; Use relevant, descriptive details.)
- Speak clearly at an understandable pace.
- SL.4.6 Use *standard English* when speaking, differentiating between contexts that call for *formal English* and those where informal discourse is appropriate.
- L.4.3 Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for grade level.
- 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, endangered).

#### Students will know:

- Explicit evidence
- Evidence-based inferences
- That using a direct quote from the text supports an explanation
- Summaries (of informational text)
  - Include **highlights** of a text.

#### Students will be able to:

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary of an informational text.
- Infer a main idea and provide evidence from the text based on key details from the text.

- Authors develop main idea through key details.
- Authors use specific text structures to organize information for the reader.
  - compare and contrast
  - cause and effect
  - problem and solution
  - chronological/sequential
  - descriptive
- Readers use text features to locate information efficiently and help them determine the structure of the text.
  - titles
  - photos/captions
  - headings/subheadings,
  - special print (bold, italics, highlight)
  - visual aids (graphs, illustrations)
  - index/glossary/table of contents
- Strategies to decode words (word analysis skills)
  - Letter sound knowledge
  - Six syllable types
  - Affixes (prefixes and suffixes)
  - Greek and Latin roots
- Strategies to comprehend grade-level texts
  - Reread
  - Visualize
  - Make connections
  - Question
  - Infer
  - Predict
  - Analyze
- Various writing formats
  - Paragraphs
  - Informational/Explanatory Text
- Organizational structures appropriate to different tasks, purposes, and audiences
- Multiple meanings of words and phrases
- Various strategies to aid with determining meaning of words and phrases

- Compare and contrast two texts.
- Identify the text structure of the information presented in a text.
- Describe how the text structures lead to better understanding of the topic.
- Use text features to locate information and determine text structure.
- Interpret information presented a variety of formats (graphs, animations, videos, graphics,, timelines, websites, etc.)
- Integrate information to comprehend text
- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency
- Read with grade-level accuracy
- Write a well-organized informative/explanatory text
  - Introduce topic
  - Evidence (details/quotes from text)
  - Explain evidence
  - Concluding statement
- Include transition words appropriately
- Use formal language
- Identify tasks, purposes, and audience for writing.
- Apply the appropriate organizational structure to writing
- Reflect/revise his/her own writing
- Determine or clarify the meaning of words and phrases using various strategies
  - context clues
  - figurative language
  - Greek and Latin roots
  - prefixes and suffixes
  - dictionaries/thesauruses

ELA	Reading: Literary and Informational Texts	Writing: Informational	Grade Level	4	Dates	Quarter 3
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## CPSD Power Standards and Learning Indicators

### Reading

- RL.4.1 Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences.
  - I can give details and examples from the text to support my answer.
  - I can quote evidence from a text to support my inference.
- RL.4.2 Examine a grade-appropriate literary text to provide a summary and determine a theme.
  - I can write a summary of a literary text.
  - I can infer the theme and support it with evidence from the text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
  - I can determine if a story is told from first-person or third-person point-of-view.
  - I can explain how the narrator's point of view impacts the story.
- RI.4.1 Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences.
  - I can give details and examples from the text to support my answer.
  - I can quote evidence from a text to support my inference.
- RI.4.2 Examine a grade-appropriate informational text to provide a summary and determine the main idea of a text.
  - I can summarize important details in an informational text.
  - I can infer a main idea and support it with evidence.
- 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 determine the text structure an author uses to present information.
  - I can compare and contrast two texts.
  - I can use text features to locate information.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text.
  - I can use information presented in a variety of ways to better understand a topic.
- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - I can use word analysis skills to decode words.
  - I can read irregular words.
- RF.4.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
  - I can read accurately to comprehend texts.
  - I can read fluently (smoothly and with expression).

### Language

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking.
  - I can form simple and compound sentences.
  - I can use frequently confused words correctly.

- I can make sure my subject agrees with my verb.
- I can use adjectives and adjective phrases to enhance my writing.
- I can use adverbs and adverbial phrases to enhance my writing.
- I can maintain parallel structure in my writing.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.
  - I can use commas correctly.
  - I can punctuate compound sentences correctly.
  - I can capitalize words in my sentence correctly.
- 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 effective strategies.
  - I can determine the meaning of words and phrases.
  - I can apply strategies to understand multiple-meaning words/phrases.

Writing

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - I can write a well-organized informative or explanatory text.
  - I can revise my own writing based on feedback.
- W.4.10 Write routinely over extended time frames, time for • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - I can write for a specific task, purpose, and audience.
  - I can produce writing appropriate for short or extended time frames.
  - I can revise my own writing based on feedback, when appropriate.

**Students will know:**

- Explicit evidence
- Evidence-based inferences
- Using a direct quote from a text supports an explanation
- Summaries of literature/stories
  - Include **highlights** of a story (characters, setting, problem, solution, theme)
- The elements of a story
  - characters
  - setting
  - problem/solution
  - theme
- A theme is a central message, lesson, or moral.
- Authors develop theme through particular details.
- Compare means similarities
- Contrast means differences
- Points of View
  - 1st person

**Students will be able to:**

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a theme (central message, lesson, or moral) and provide evidence from the text
- Compare and contrast points of view in different stories
- Understand the difference between point of view and perspective
- Write a summary of an informational text.
- Infer a main idea and provide evidence from the text based on key details from the text.
- Compare and contrast two texts.
- Identify the text structure of the information presented in a text.
- Describe how the text structures lead to better understanding of the topic.
- Use text features to locate information and determine text

- 3rd person
- Summaries of informational text
  - Include **highlights** of a text.
  - Authors develop main idea through key details.
- Authors use specific text structures to organize information for the reader.
  - compare and contrast
  - cause and effect
  - problem and solution
  - chronological/sequential
  - descriptive
- Readers use text features to locate information efficiently and help them determine the structure of the text.
  - titles
  - photos/captions
  - headings/subheadings,
  - special print (bold, italics, highlight)
  - visual aids (graphs, illustrations)
  - index/glossary/table of contents

- structure.
- Interpret information presented a variety of formats (graphs, animations, videos, graphics,, timelines, websites, etc.)
- Integrate information to comprehend text
- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency
- Read with grade-level accuracy
- Write a well-organized informative/explanatory text
  - Introduce topic
  - Evidence (details/quotes from text)
  - Explain evidence
  - Concluding statement
- Include transition words appropriately
- Use formal language
- Identify tasks, purposes, and audience for writing.
- Apply the appropriate organizational structure to writing
- Reflect/revise his/her own writing
- Determine or clarify the meaning of words and phrases using various strategies
  - context clues
  - figurative language
  - Greek and Latin roots
  - prefixes and suffixes
  - dictionaries/thesauruses

#### Additional Arkansas Standards

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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 to produce writing in a single sitting.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1 Engage effectively in a range of *collaborative conversations/discussions (one-on-one, in groups, teacher-led)* with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Use standard English when speaking, differentiating between contexts that call for formal English and situations where informal discourse is appropriate.
- L.4.3 Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for grade level.
- 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, endangered).

ELA	Reading: Literary and Informational Texts	Writing: Opinion	Grade Level	4	Dates	Quarter 4
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### CPSD Power Standards and Learning Indicators

#### Reading

- RL.4.1 Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences.
  - I can give details and examples from the text to support my answer.
  - I can quote evidence from a text to support my inference.
- RL.4.2 Examine a grade-appropriate literary text to provide a summary and determine a theme.
  - I can write a summary of a literary text.
  - I can infer the theme and support it with evidence from the text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
  - I can determine if a story is told from first-person or third-person point-of-view.
  - I can explain how the narrator's point of view impacts the story.
- RI.4.1 Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences.
  - I can give details and examples from the text to support my answer.
  - I can quote evidence from a text to support my inference.
- RI.4.2 Examine a grade-appropriate informational text to provide a summary and determine the main idea of a text.
  - I can summarize important details in an informational text.
  - I can infer a main idea and support it with evidence.
- 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 determine the text structure an author uses to present information.
  - I can compare and contrast two texts.
  - I can use text features to locate information.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text.
  - I can use information presented in a variety of ways to better understand a topic.
- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - I can use word analysis skills to decode words.
  - I can read irregular words.
- RF.4.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
  - I can read accurately to comprehend texts.
  - I can read fluently (smoothly and with expression).

#### Language

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking.
  - I can form simple and compound sentences.

- I can use frequently confused words correctly.
- I can make sure my subject agrees with my verb.
- I can use adjectives and adjective phrases to enhance my writing.
- I can use adverbs and adverbial phrases to enhance my writing.
- I can maintain parallel structure in my writing.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.
  - I can use commas correctly.
  - I can punctuate compound sentences correctly.
  - I can capitalize words in my sentence correctly.
- 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 effective strategies.
  - I can determine the meaning of words and phrases.
  - I can apply strategies to understand multiple-meaning words/phrases.

**Writing**

- W.4.10 Write routinely over extended time frames, time for • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - I can write for a specific task, purpose, and audience.
  - I can produce writing appropriate for short or extended time frames.
  - I can revise my own writing based on feedback, when appropriate.

**Students will know:**

- Explicit evidence
- Evidence-based inferences
- Using a direct quote from a text supports an explanation
- Summaries of literature/stories
  - Include **highlights** of a story (characters, setting, problem, solution, theme)
- The elements of a story
  - characters
  - setting
  - problem/solution
  - theme
- A theme is a central message, lesson, or moral.
- Authors develop theme through particular details.
- Compare means similarities
- Contrast means differences
- Points of View
  - 1st person
  - 3rd person
- Summaries of informational text

**Students will be able to:**

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a theme (central message, lesson, or moral) and provide evidence from the text
- Compare and contrast points of view in different stories
- Understand the difference between point of view and perspective
- Write a summary of an informational text.
- Infer a main idea and provide evidence from the text based on key details from the text.
- Compare and contrast two texts.
- Identify the text structure of the information presented in a text.
- Describe how the text structures lead to better understanding of the topic.
- Use text features to locate information and determine text structure.
- Interpret information presented a variety of formats (graphs, animations, videos, graphics,, timelines, websites, etc.)
- Integrate information to comprehend text

- Include **highlights** of a text.
- Authors develop main idea through key details.
- Authors use specific text structures to organize information for the reader.
  - compare and contrast
  - cause and effect
  - problem and solution
  - chronological/sequential
  - descriptive
- Readers use text features to locate information efficiently and help them determine the structure of the text.
  - titles
  - photos/captions
  - headings/subheadings,
  - special print (bold, italics, highlight)
  - visual aids (graphs, illustrations)
  - index/glossary/table of contents

- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency
- Read with grade-level accuracy
- Write a well-organized informative/explanatory text
  - Introduce topic
  - Evidence (details/quotes from text)
  - Explain evidence
  - Concluding statement
- Include transition words appropriately
- Use formal language
- Identify tasks, purposes, and audience for writing.
- Apply the appropriate organizational structure to writing
- Reflect/revise his/her own writing
- Determine or clarify the meaning of words and phrases using various strategies
  - context clues
  - figurative language
  - Greek and Latin roots
  - prefixes and suffixes
  - dictionaries/thesauruses

### Additional Arkansas Standards

- 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.
- 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.
- W.4.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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 to produce writing in a single sitting.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1 Engage effectively in a range of *collaborative conversations/discussions* (One-on-one, in groups, teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly
- SL.4.2 Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4 Report on a topic or text, tell a story, or *recount* an experience to support main ideas or *themes*.

- Organize ideas logically.
- Use appropriate facts.
- Use relevant, descriptive details.
- Speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and *visual displays* to presentations when appropriate to enhance the development of main ideas or *themes*.
- SL.4.6 Use *standard English* when speaking, differentiating between contexts that call for *formal English* and situations where informal discourse is appropriate.
- L.4.3 Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.
- 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, endangered).