

Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
4.KI.1 - Literature	Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences.	
4.KI.3 - Literature	Describe in depth a character, setting, or event in a story, drawing on specific details in the text. i	
4.IK.9 - Literature	Compare and contrast the treatment of similar themes and plots of stories in literature.	
4.KI.1 - Informational Text	Locate explicit information in the text to explain what the text says explicitly and to support inferences	
4.TT.3 - Writing	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).	
4.L.1 - Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(a) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(a) Use correct capitalization. (c) Use comma before a coordinating conjunction in a compound sentence. (d) Spell grade-appropriate words correctly, consulting references as needed.
4.L.4 - Language	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.	(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.
4.L.5 - Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.

Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
4.KI.2 - Literature	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize stories in correct sequence	
4.KI.2 - Informational Text	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize main ideas or events in a multiparagraph text, including correct sequence	
4.TT.2 - Writing	Write informative/explanatory texts to examine a topic and convey ideas and information clearly	
4.L.1 - Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(g) Correctly use frequently confused words (e.g. to, too, two; there, their).
4.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(d) Spell grade-appropriate words correctly, consulting references as needed.
4.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	(a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4.L.5 - Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(a) Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.

Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
4.CS.5 - Literature	Explain major differences between poems, drama, and prose. Refer to structural elements of poems and drama when writing or speaking about text.	
4.KI.1 - Informational Text	Locate explicit information in the text to explain what the text says explicitly and to support inferences	This standard is hit heavily in REACH Unit 5, which is why it appears twice, in Quarter 1 and Quarter 3
4.CS.5 - Informational Text	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
4.TT.1 - Writing	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____).	
4.L.1 - Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(d) Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).
4.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(b) Use commas and quotation marks to mark direct speech and quotations from a text. (d) Spell grade-appropriate words correctly, consulting references as needed.
4.L.4 - Language	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.	(b) Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph)
4.L.5 - Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
4.IK.9 - Informational Text	Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	
4.L.1 - Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>(b) Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.</p> <p>(c) Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p>e) Form and use prepositional phrases.</p>
4.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(d) Spell grade-appropriate words correctly, consulting references as needed.

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)

4.RR.10 - Literature	By the end of the year, read and comprehend a range of literature from a variety of cultures, within complexity band appropriate to grade three (upper grade 3 to grade 5)	
4.CC.1 - Speaking and Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
4.L.3 - Language	Choose words and phrases for effect; Recognize and observe differences between conventions of spoken and written standard English	(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).
4.RB.7 - Writing	Conduct short research projects that build knowledge about a topic	
4.RB.7 - Writing	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence provided into categories	
4.IK.7 - Informational Text	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	