

4<sup>th</sup> Grade Parent Guide First Nine Weeks

During this nine week period, students will read several short stories and/or novels. The stories or novels should have strong and recognizable characters, settings, and events so that the student will be able to refer to and infer about the text. Students will learn to describe characters, setting, and events based on details in the text. Students will also read several examples of poetry, drama, or prose. Students will learn to determine the theme and to summarize the text, using details from the text to support their ideas. Students will learn how to explain differences between poems, drama, or prose when writing or speaking about what they have read. While examining the short stories or novels, students will write narratives following the writing process. In their narratives, the focus will be on developing effective techniques, descriptive details, and clear event sequences.

| CCRS Standard   | Skills  |
|---|---|
| <p><b>Report Card</b></p> <p>Refers to explicit details when drawing inferences.</p> <p><b>CCSR Standard</b></p> <p>[RL.4.1] Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>   | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>• comprehend a text explicitly and implicitly</li> <li>• use original language to explain explicit ideas from a text</li> <li>• draw inferences about a text</li> <li>• provide details and examples from text to support inferences</li> </ul> |
| <p><b>Report Card</b></p> <p>Determines main idea/theme</p> <p>Summarizes a text</p> <p><b>CCSR Standard</b></p> <p>[RL.4.2] Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>   | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>• summarize a text</li> <li>• determine a theme</li> <li>• apply these concepts to stories, dramas, and poems</li> </ul>  |
| <p><b>Report Card</b></p> <p>Describes characters, settings and events in depth using specific details</p> <p><b>CCSR Standard</b></p> <p>[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, or actions).</p> | <p>Students are able to use specific details from the text to:</p> <ul style="list-style-type: none"> <li>• describe in-depth a character</li> <li>• describe in-depth a setting</li> <li>• describe in-depth an event</li> </ul>   |
| <p><b>Report Card</b></p> <p>Determines the meanings of words in text</p> <p><b>CCSR Standard</b></p> <p>[RL.4.4] Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>                                | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>• determine meaning of unfamiliar words and phrases based on how they are used in a text</li> <li>• refer to background knowledge about mythology to determine the meaning of words and phrases</li> </ul>                                      |
| <p><b>Report Card</b></p>   | <p>Students are able to:</p>  |

4<sup>th</sup> Grade Parent Guide First Nine Weeks

|   |   |
|---|---|
| <p>Describes the structure of text</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RL.4.5] Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>   | <ul style="list-style-type: none"> <li>● explain major differences in the structural elements of poems, dramas, and prose</li> <li>● use appropriate vocabulary to refer to structural elements of a text</li> </ul>  |
| <p style="text-align: center;"><b>Report Card</b></p> <p>Knows and applies grade-level phonics and word analysis skills in decoding</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RF.4.3] Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>  | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● apply letter sound correspondences</li> <li>● apply syllabication patterns</li> <li>● use knowledge of morphology (e.g. roots and affixes)</li> <li>● accurately read unfamiliar multisyllabic words in and out of context</li> </ul>   |
| <p style="text-align: center;"><b>Report Card</b></p> <p>Reads text with purpose and understanding at expected grade level</p> <p>Reads text fluently at expected grade level</p> <p>Reads with accuracy at expected grade level</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RF.4.4] Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● read with purpose and understanding</li> <li>● read orally with accuracy</li> <li>● read orally at an appropriate rate</li> <li>● read orally with expression</li> <li>● use context to aid in word recognition</li> <li>● break text up into meaningful groups of words (phrases)</li> <li>● recover if they make a mistake (self-correct)</li> <li>● make appropriate changes in voice, pitch, and expression while reading orally</li> </ul> |
| <p style="text-align: center;"><b>Report Card</b></p> <p>Uses the writing process to communicate ideas and information effectively</p>  | <p>Students are able to:</p> <p>Write a narrative which includes:</p>   |

4<sup>th</sup> Grade Parent Guide First Nine Weeks

|  |  |
|--|--|
| <p>[W.4.3] Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol> | <ul style="list-style-type: none"> <li>real or imagined experiences or events</li> <li>an established situation</li> <li>narrators and/or characters</li> <li>dialogue and descriptions to develop experiences and events or show the responses of characters to situations</li> <li>varied transitional words and phrases to manage the sequence of events</li> <li>concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>a conclusion that follows from the narrated experience or event</li> </ul> |
| <p style="text-align: center;"><b>Report Card</b></p> <p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>Strengthens writing using the writing process.</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[W.4.4] Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.)</p>   | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>produce clear and coherent writing</li> <li>analyze a writing task to determine what is required</li> <li>adapt writing to fulfill a specific purpose</li> <li>adapt writing to meet the needs of an audience</li> <li>develop ideas in a way appropriate to task and purpose</li> <li>organize thoughts in a way appropriate to task and purpose</li> <li>apply these skills to a variety of types of writing</li> </ul>  |
| <p style="text-align: center;"><b>Report Card</b></p> <p>Strengthens writing using the writing process.</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[W.4.5] 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 the first three Language standards in Grades K-4.)</p>   | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>use adult and peer guidance and support to strengthen writing</li> <li>plan writing</li> <li>revise writing</li> <li>edit writing</li> <li>produce writing that is well-developed and strong</li> </ul>  |
| <p style="text-align: center;"><b>Report Card</b></p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage</p>   | <p>Students are able to:</p> <ul style="list-style-type: none"> <li>use pronouns and adverbs to explain relationships</li> <li>vary verb tenses (including progressive verb tenses)</li> <li>vary words to convey condition (modal auxiliaries)</li> </ul>   |

4<sup>th</sup> Grade Parent Guide First Nine Weeks

|  |  |
|--|--|
| <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[L.4.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</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 <i>a red small bag</i>).</li><li>e. Form and use prepositional phrases.</li><li><b>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</b></li><li><b>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</b></li></ul> | <ul style="list-style-type: none"><li>• order adjectives properly</li><li>• use prepositional phrases</li><li>• produce complete sentences</li><li>• recognize and correct fragments and run-ons</li><li>• use frequently confused words correctly</li></ul>   |
| <p style="text-align: center;"><b>Report Card</b></p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[L.4.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li><b>a. Use correct capitalization.</b></li><li><b>b. Use commas and quotation marks to mark direct speech and quotations from a text.</b></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>Students are able to:</p> <ul style="list-style-type: none"><li>• use correct capitalization</li><li>• use commas and quotation marks to mark direct speech</li><li>• use commas and quotation marks to mark quotations from a text</li><li>• use a comma and a coordinating conjunction to join two complete sentences</li><li>• spell grade-appropriate words</li><li>• consult word reference materials to check and correct spellings</li></ul> |