

4<sup>th</sup> Grade Second Nine Weeks

**During this nine week period, students will read various types of informational text. The text can be from other areas of study. Students will learn to identify main idea, draw inferences, paraphrase, and summarize text. At all times, students will support their findings with details from the text. Students will read informational text presented in a variety of structures. The texts should include information presented as graphs, charts, diagrams, etc...Students will learn to describe the overall structure, as well as structural elements contained in the text, and explain how these elements contribute to the understanding of the text. Students will use grade appropriate Greek and Latin affixes and roots to determine the meaning of unknown words. Students will write various types of informational text following the writing process with a focus on organization and relevant details with precise language.**

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>[RI.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/them</p> <p>Summarizes a text</p> <p><b>CCSR Standard</b></p> <p>[RI.4.2] Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• summarize a text</li> <li>• identify a main idea from a text</li> <li>• explain relationship between main ideas and supporting details</li> </ul>
<p><b>Report Card</b></p> <p>Describes characters, setting and events in depth using specific details</p> <p><b>CCSR Standard</b></p> <p>[RI.4.3] Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• explain what happened in a text</li> <li>• explain why events in a text happened</li> <li>• support thinking with specific information from the text</li> <li>• apply these to historical, scientific, and technical texts</li> </ul>
<p><b>Report Card</b></p> <p>Determines the meaning of words in text</p> <p><b>CCSR Standard</b></p> <p>[RI.4.4] Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 4 topic or subject area</i>.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• distinguish between domain-specific and academic words</li> <li>• identify unfamiliar words and phrases</li> <li>• use features of a text to determine the meaning of unfamiliar words and phrases</li> <li>• use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases</li> </ul>
<p><b>Report Card</b></p> <p>Describes the structure of text</p> <p><b>CCSR Standard</b></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify the structure used to organize a text or part of a text</li> </ul>

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<p>[RI.4.5] Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.</p>	
<p style="text-align: center;"><b>Report Card</b></p> <p>Uses text and visual features</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RI.4.7] 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.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● interpret information presented visually</li> <li>● interpret information presented orally</li> <li>● interpret information presented quantitatively</li> <li>● explain how pieces of information contribute to an understanding of the 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 style="text-align: center;"><b>CCSR Standard</b></p> <p>[W.4.2] Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● identify qualities of informative/explanatory pieces</li> <li>● write informative/explanatory pieces with a predictable structure (introduce topic, develop topic, and conclusion)</li> <li>● incorporate useful formatting, illustrations, and multimedia</li> <li>● employ facts, definitions, details, quotations, examples, and other information to develop topics</li> <li>● arrange related information together</li> </ul>

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<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>• employ linking words and phrases to connect ideas</li> <li>• include precise language and domain-specific vocabulary</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>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[W.4.9] Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>Grade 4 Reading standards</i> to literature (e.g., "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>b. Apply <i>Grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• compose an analytical, reflective, or research-based piece in response to a literary or informational text</li> <li>• analyze a prompt about a text to determine what is being asked</li> <li>• form ideas in response to a prompt about a text</li> <li>• support ideas with evidence from a text</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>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> <li>• order adjectives properly</li> <li>• use prepositional phrases</li> </ul>

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<p>[L.4.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>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.</b></li> <li>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>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>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ol>	<ul style="list-style-type: none"> <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>Determines the meaning of words in text</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[L.4.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li><b>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</b></li> <li><b>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.</b></li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>determine the meaning of unknown words or phrases by drawing upon context clues (e.g. definitions, examples, or restatements in text)</li> <li>identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li> </ul>
<p style="text-align: center;"><b>CCSR Standard</b></p> <p>[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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>acquire and use accurately grade-appropriate conversational words and phrases</li> <li>acquire and use accurately grade-appropriate general academic words and phrases</li> <li>acquire and use accurately grade-appropriate domain-specific words and phrases</li> <li>acquire and use accurately words and phrases to signal precise actions related to a particular topic</li> <li>acquire and use accurately words and phrases to signal precise emotions related to a particular topic</li> <li>acquire and use accurately words and phrases to signal precise states of being related to a particular topic</li> </ul>