

LITERACY – Reading, Writing, Speaking & Listening

<p><b>CCSS</b> Specific knowledge and skills that students will know and be able to do by the end of Fourth Grade.</p>	<p><b>Student Learning Target (“I can ....”)</b> These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</p>
<p><b>Foundational Skills</b></p>	
<p><b><u>Phonics and Word Recognition</u></b></p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.                             <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>	<p><b>Phonics, Spelling, and Word Study:</b></p> <ul style="list-style-type: none"> <li>• I can notice and use syllable patterns in multisyllabic words.</li> </ul> <p><b>Word Structure:</b></p> <ul style="list-style-type: none"> <li>• I can recognize and use syllables.</li> <li>• I can connect words that are related to each other because they have the same base or root word.</li> <li>• I can solve multisyllabic words using vowel patterns.</li> <li>• I can solve multisyllabic words using phonogram patterns.</li> <li>• I can use multisyllabic words using affixes, and other word parts.</li> <li>• I can recognize high frequency words.</li> <li>• I can take apart words with syllable patterns in multisyllabic words.</li> <li>• I can recognize words that have multiple meanings.</li> <li>• I can recognize words that have homographs and homophones.</li> </ul>
<p><b><u>Fluency</u></b></p> <ul style="list-style-type: none"> <li>• Read with sufficient accuracy and fluency to support comprehension.                             <ul style="list-style-type: none"> <li>a. Read on –level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can reread to solve words or think about ideas and resume good rate of reading.</li> <li>• I can read dialogue with phrasing and expression that reflects understanding of character and events.</li> <li>• I can read with pausing and phrasing, intonation, use of punctuation and stress on words.</li> <li>• I can orally read grade appropriate text with accuracy and demonstrate comprehension at ___ wpm. (Fall: 90-125 Winter: 105-140 Spring: 105-145 )</li> </ul>

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<p><b>Reading Literature</b></p>	
<p><b><u>Key Ideas and Details</u></b></p> <ul style="list-style-type: none"> <li>• Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Students will determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>• Students will 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).</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions and search for answers in the text while listening and during discussion.</li> <li>• I can identify important ideas in a text.</li> <li>• I can state opinions about a text and show evidence to support them.</li> <li>• I can provide specific examples and evidence from the text.</li> <li>• I can provide specific examples from personal experiences.</li> <li>• I can identify and discuss the problem, the events of the story, and the problem/resolution.</li> <li>• I can orally summarize longer texts.</li> <li>• I can remember the story problem and details when I read longer text.</li> <li>• I can write summaries that show I understand what I read.</li> <li>• I can explain the author’s message or theme.</li> <li>• I can describe character traits and actions that will help in understanding the character.</li> <li>• I can describe the setting using details and evidence from the text to help me understand the story.</li> <li>• I can make connections between events that help me understand the story.</li> <li>• I can notice and remember details of the setting and discuss the impact of the setting on characters problems.</li> <li>• I will make inferences about multiple characters. I can notice and remember details of the setting and discuss the impact of the setting on characters problems.</li> <li>• I will provide details that are important to understanding the events, setting and character traits.</li> </ul>
<p><b><u>Craft and Structure</u></b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognize the use of figurative language or descriptive language and explain how it adds to the quality of the text.</li> <li>• I can determine the meaning of words and phrases that refer to characters found in mythology.</li> <li>• I can figure out the meaning of words and phrases.</li> <li>• I can recognize and discuss differences between different text structures.</li> <li>• I can notice and discuss characteristics of genres.</li> <li>• I can notice combined genres in hybrid text.</li> <li>• I can explain the differences between text structures and the elements of each.</li> <li>• I can recognize the narrator of the text. I can identify the choice of first or third person point of view and how it makes the writing effective.</li> <li>• I can identify the point of view.</li> </ul>

narrations.	
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<p><b><u>Integration of Knowledge and Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Students will make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>• Students will compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast the text of a story or drama to a visual or oral presentation (movie, play, graphic novel, art).</li> <li>• I can summarize ideas from oral presentations or oral reading.</li> <li>• I can get information from both text and non-text elements</li> <li>• I can compare and contrast texts by topic, ideas, author’s styles, and genres.</li> <li>• I can interpret and respond to illustrations.</li> <li>• I can figure out and record information from oral presentations.</li> <li>• I can compare and contrast texts by topic, ideas, author’s styles, and genres.</li> <li>• I can use what I know from one text to help me understand diverse cultures and setting found in new texts.</li> </ul>
<p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <ul style="list-style-type: none"> <li>• Students will 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my background knowledge that I got from my experiences, disciplinary study, and wide reading.</li> <li>• I can use technology tools for research and problem solving.</li> <li>• I can give my opinions about texts including my reasons why.</li> </ul>

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<p><b>Reading Informational Text</b></p>	
<p><b><u>Key Ideas and Details</u></b></p> <ul style="list-style-type: none"> <li>• Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Students will determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• Students will 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make inferences from the text and give evidence based on my personal experience or knowledge gained from the text.</li> <li>• I can read text over several days, remembering details and change my thinking as new information is found.</li> <li>• I can infer causes of problems or outcomes in nonfiction text.</li> <li>• I can provide examples and evidence to support my thinking in informational text.</li> <li>• I can identify important ideas in a text and report them in an organized way, either orally or in writing.</li> <li>• I can identify main ideas and supporting details.</li> <li>• I can include appropriate and important details when summarizing texts.</li> <li>• I can write a summary.</li> <li>• I can explain important details from informational text.</li> <li>• I can explain what happened and why in a historical or scientific text.</li> <li>• I can explain the important details in a technical text.</li> </ul>
<p><b><u>Craft and Structure</u></b></p> <ul style="list-style-type: none"> <li>• Students will determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</li> <li>• Students will 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.</li> <li>• Students will compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words when I read Science, Social Studies, and other nonfiction text.</li> <li>• I can identify general academic words and phrases in a text.</li> <li>• I can use various strategies to determine the meaning of general academic and domain specific words and phrases in a text.</li> <li>• I can locate and use resources to assist me in determining the meaning of unknown words.</li> <li>• I can identify and explain different structures used in informational text.</li> <li>• I can determine the overall structure found in an informational text.</li> <li>• I can show how a text is organized.</li> <li>• I can compare and contrast a firsthand account and a secondhand account of the same historical event or topic.</li> <li>• I can explain how a firsthand and secondhand focus effects the information provided.</li> <li>• I can draw conclusions from information.</li> </ul>

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<p><b><u>Integration of Knowledge and Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Students will 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.</li> <li>• Students will explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• Students will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why the writer used graphic features such as labels, heading, subheading, sidebars and legends.</li> <li>• I can interpret the graphic features and explain how the information helps my understanding of the text.</li> <li>• I can explain how graphics add to the quality of the text or provide additional information.</li> <li>• I can get information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements.</li> <li>• I can comment on the writer’s use of graphic tools and effective ways of placing them in the text.</li> <li>• I can locate the reasons and evidence used to support particular points in a text.</li> <li>• I can explain how the reasons and evidence support particular points in a text.</li> <li>• I can critique the quality or accuracy of a text, citing evidence for opinions.</li> <li>• I can locate information from two or more texts on the same topic and group the information together.</li> <li>• I can put together the information that I learned from two texts to show my knowledge of a topic when writing or speaking.</li> </ul>
<p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <ul style="list-style-type: none"> <li>• Students will 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read and understand complex informational text.</li> <li>• I can notice aspects of genres.</li> </ul>

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**Speaking and Listening**

<p><b><u>Comprehension and Collaboration</u></b></p> <ul style="list-style-type: none"> <li>• Students will engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher lead) with diverse partners on Grade 4 topics and texts, building on others’ ideas and expressing their own clearly.                     <ul style="list-style-type: none"> <li>○ Students will 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.</li> <li>○ Students will follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ Students will 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.</li> <li>○ Students will review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>• Students will paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• Students will identify the reasons and evidence a speaker provides to support particular points.</li> <li>• Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• Students will add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• Students will differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g.,small-group discussion); use formal English when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use conversational techniques that encourage others to talk</li> <li>• I can ask clear questions and follow-up questions.</li> <li>• I can express opinions and support with evidence.</li> <li>• I can express and reflect on feelings of self and others.</li> <li>• I can restate points that have been made and extend or elaborate them.</li> <li>• I can recall information, big ideas, or points made by others in conversation or from presentations by students or teachers.</li> <li>• I can identify the points being made by the speaker.</li> <li>• I can determine the reasons and evidence the speaker uses to support particular points.</li> <li>• I can present on a topic in an organized way, using details to support my topic.</li> <li>• I can speak clearly at an understandable pace while presenting my information.</li> <li>• I can use visual displays as appropriate (diagrams, charts, illustrations) in a presentation.</li> <li>• I can change the way I talk in different situations.</li> </ul>
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<p><b>Writing</b></p>	
<p><u>Text Types and Purposes</u></p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                             <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul> </li> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                             <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can determine my opinion or point of view on a topic or text.</li> <li>• I can include my opinion within the introduction of the topic when writing an argument.</li> <li>• I can organize my ideas when writing an argument.</li> <li>• I can support my opinion with facts and details when writing an argument.</li> <li>• I can link opinion and reasons when writing an argument.</li> <li>• I can write a concluding statement or paragraph to support my opinion when writing an argument.</li> <li>• I can select a topic and gather information to share with my audience.</li> <li>• I can define common formatting structures and determine the best structure that will allow me to organize my information.</li> <li>• I can introduce my topic by providing my general observation/focus: use formatting structures, illustrations and multimedia to clarify my topic.</li> <li>• I can explain my topic using precise language and vocabulary related to my topic.</li> <li>• I can present my information with a concluding statement or section that relates to the information presented.</li> </ul>

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<ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                             <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can define narrative and describe the basic parts of plot.</li> <li>• I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.</li> <li>• I can sequence the events in my story so that one event logically leads to the next.</li> <li>• I can use dialogue, description and pacing to develop events.</li> <li>• I can use dialogue, description and pacing to show how characters respond to situations.</li> <li>• I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.</li> <li>• I can signal change in time and place by using transition words, phrases and clauses.</li> <li>• I can write a logical conclusion when writing a narrative piece.</li> </ul>
<p><b><u>Production and Distribution of Writing</u></b></p> <ul style="list-style-type: none"> <li>• 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 1–3 above.)</li> <li>• 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 Language standards 1-3 up to and including grade 4 here.)</li> <li>• 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 type a minimum of one page in a single sitting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the writing style that best fits my task, purpose and audience.</li> <li>• I can use organizational/formatting structures to develop my writing ideas.</li> <li>• I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</li> </ul> <p>With help...</p> <ul style="list-style-type: none"> <li>• I can use prewriting strategies to formulate ideas.</li> <li>• I can recognize that a well-developed piece of writing requires more than one draft.</li> <li>• I can apply revision strategies.</li> <li>• I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.</li> <li>• I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.</li> <li>• I can recognize when revising, editing and rewriting are not enough and I need to try a new approach.</li> </ul> <p>With help...</p> <ul style="list-style-type: none"> <li>• I can use technology to produce and publish my writing.</li> <li>• I can use technology to communicate with others.</li> <li>• I can choose credible websites on the internet that will help me compose, edit, and publish my writing.</li> <li>• I can use proper keyboarding skills to compose and prepare my writing for publication.</li> <li>• I can write a minimum of one page in one sitting.</li> </ul>

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<p><b><u>Research to Build and Present Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>• Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.               <ul style="list-style-type: none"> <li>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].”).</li> <li>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”).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can define research and explain how research is different from other types of writing.</li> <li>• I can focus my research around a question/topic that is provided to determine my own research worthy question.</li> <li>• I can choose several sources to gather information to answer research question.</li> <li>• I can analyze the information found in my sources and determine if it provides enough support to answer my question.</li>   <li>• I can recall and gather important information from print and digital sources.</li> <li>• I can take notes and organize information and list the sources that I have used.</li> <li>• I can sort the information from my notes into provided categories.</li> <li>• I can prepare a list of sources used during my research.</li>   <li>• I can define textual evidence.</li> <li>• I can determine textual evidence that supports my analysis, reflection or research.</li> <li>• I can analyze facts through compare contrast, cause/effect, categorize, or sequence.</li> <li>• I can defend my reaction that is defined by the facts.</li> <li>• I can compose written responses and include textual evidence to strengthen my analysis, reflection or research.</li> </ul>
<p><b><u>Range of Writing</u></b></p> <ul style="list-style-type: none"> <li>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write for extended periods of time for many tasks, purposes and audiences.</li> <li>• I can recognize that different writing tasks require varied time frames to complete.</li> <li>• I can determine a writing format/style to fit my task, purpose, and/or audience.</li> <li>• I can write for a variety of reasons.</li> </ul>

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<p><b>Language</b></p>	
<p><b><u>Conventions of Standard English</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                             <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>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ul> </li>   <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                             <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</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> </li> </ul>	<ul style="list-style-type: none"> <li>• I can define conjunction and explain its function in a sentence.</li> <li>• I can define preposition and explain its function in a sentence.</li> <li>• I can define interjection and explain function in a sentence.</li> <li>• I can identify the past perfect, present perfect and future perfect verb tenses and use them correctly.</li> <li>• I can choose the correct verb tense to show time, sequence, state and condition.</li> <li>• I can identify when the incorrect verb tense has been used and make appropriate corrections.</li> <li>• I can identify common correlative conjunctions and use them correctively when writing.</li>   <li>• I can determine when to capitalize words.</li> <li>• I can identify items in a series and punctuate them correctly.</li> <li>• I can identify and use a comma to set off the words yes and no.</li> <li>• I can identify and use a comma to indicate direct address.</li> <li>• I can identify and use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• I can spell grade-appropriate words correctly.</li> </ul>
<p><b><u>Knowledge of Language</u></b></p> <ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.                             <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.*</li> <li>b. Choose punctuation for effect.*</li> <li>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)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can identify simple sentence structures and complex sentence structures.</li> <li>• I can determine when to use varied sentence structures to create meaning, interest, and style in my writing.</li> <li>• I can compare how authors use variations of English in stories, dramas, or poems.</li> <li>• I can contrast how authors use variations of English in stories, dramas, or poems.</li> </ul>

<p><b>CCSS</b> Specific knowledge and skills that students will know and be able to do by the end of Fourth Grade.</p>	<p><b>Student Learning Target (“I can ....”)</b> These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</p>
<p><b><u>Vocabulary Acquisition and Use</u></b></p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and disciplinary, choosing flexibly from a range of strategies.                             <ul style="list-style-type: none"> <li>a. 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</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>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.</li> </ul> </li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                             <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul> </li> <li>• 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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</li> </ul>	<ul style="list-style-type: none"> <li>• I can infer the meaning of unknown words using context clues.</li> <li>• I can recognize and define common Greek and Latin affixes and roots.</li> <li>• I can break down unknown words into units of meaning to infer the definition.</li> <li>• I can verify my inferred meaning of unknown word by consulting reference materials.</li>   <li>• I can define and identify various forms of figurative language.</li> <li>• I can distinguish between literal language and figurative language.</li> <li>• I can recognize when an author is using idioms, adages and proverbs and determine his/her intended meaning.</li> <li>• I can recognize word relationships and use the relationships to further understand each of the words.</li>   <li>• I can recognize the difference between general academic words and phrases.</li> <li>• I can acquire and use grade-appropriate academic and domain words and phrases including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression.</li> </ul>

LITERACY – Reading, Writing, Speaking & Listening

<p><b>CCSS</b> Specific knowledge and skills that students will know and be able to do by the end of Fourth Grade.</p>	<p><b>Student Learning Target (“I can ....”)</b> These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</p>
<p><b>Speaking and Listening</b></p>	
<p><b><u>Comprehension and Collaboration</u></b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.                             <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. 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.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>• Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• Identify the reasons and evidence a speaker provides to support particular points.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read or study material to be discussed.</li> <li>• I can list important information about the topic to be discussed.</li> <li>• I can identify and follow the agreed upon rules for discussion and carry out assigned roles.</li> <li>• I can ask questions when I do not understand.</li> <li>• I can stay on topic by making comments about the information being discussed.</li> <li>• I can make connections between the comments of others.</li> <li>• I can explain my own ideas and tell what I’ve learned from a discussion.</li> <li>• I can identify information from a text being read aloud.</li> <li>• I can identify information that is presented in different formats.</li> <li>• I can summarize the information gathered to determine the main idea and support details.</li> <li>• I can identify a speaker’s claims that are supported by reasons and evidence.</li> <li>• I can summarize a speaker’s points using reasons and evidence he/she provides to support his/her claim.</li> </ul>
<p><b><u>Presentation of Knowledge and Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>• Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine a logical sequence for presenting my ideas and facts.</li> <li>• I can present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme.</li> <li>• I can report my information by speaking clearly at an appropriate pace.</li> <li>• I can identify main ideas or theme in my presentation that could be enhanced.</li> <li>• I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes.</li> <li>• I can identify various reasons for speaking.</li> <li>• I can adapt a speech for various tasks or situations.</li> <li>• I can compose a formal speech that demonstrates a command of grade 4 Language standards.</li> </ul>