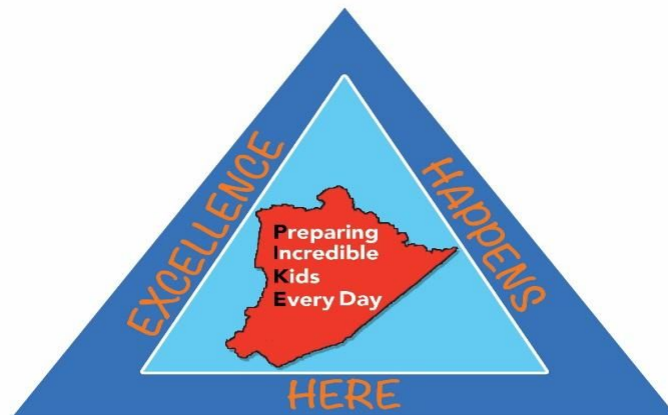


***Pike County School District
Standards Mastery Document***

4th Grade Reading and Writing
Revised 2019



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4th Grade Reading and Writing

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Interdisciplinary Literacy Practices

1.	Recognize that text is anything that communicates a message.
2.	Employ, develop, and refine schema to understand and create text.
3.	View literacy experiences as transactional, interdisciplinary, and transformational.
4.	Utilize receptive and expressive language arts to better understand self, others, and the world.
5.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6.	Collaborate with others to create new meaning.
7.	Utilize digital resources to learn and share with others.
8.	Engage in specialized, discipline-specific literacy practices.
9.	Apply high level cognitive processes to think deeply and critically about text.
10.	Develop a literacy identity that promotes lifelong learning.

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Reading Foundations—Grade 4

Print Concepts	
RF.4.1	No Reading Foundational standard 1 for grade 4.
Phonological Awareness	
RF.4.2	No Phonological Awareness standard for grade 4
Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.
Fluency	
RF.4.4	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-level text with purpose and understanding. e. Fluently read grade-level prose and poetry orally on successive readings. f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Reading Foundations

Standard: RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. **Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.**

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Letter sounds➤ Syllabication patterns➤ Roots➤ Affixes (prefixes, suffixes)	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Read unfamiliar multisyllabic words in and out of context.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately 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.
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Reading Foundations

Standard: RF.4.4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read grade-level text with purpose and understanding.
- e. Fluently read grade-level prose and poetry orally on successive readings.
- f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Grade-level vocabulary ➤ What fluency sounds like ➤ What expression sounds like ➤ How to read with prosody 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Determine pronunciation and meaning of unknown words using context and rereading to correct themselves and improve accuracy and understanding. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will read with sufficient accuracy and fluency to support comprehension.
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Reading Literature Standards—Grade 4

Key Ideas and Details	
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.
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.
RL.4.3	Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.
Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.
Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.4.8	(Not applicable to literature).
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	
RL.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: 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>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify key details in a text➤ Draw inferences (clues) from a text	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Refer to details to explain what the text says explicitly.➤ Refer to details and examples in a text when drawing inferences from the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will refer to details in the text to explain the text explicitly➤ Students will refer to details and examples in a text when drawing inferences from the text.
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Reading Literature

Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: RL.4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to define <i>theme</i> (the central message, lesson, or moral) of a story, drama, or poem➤ How to determine the difference between <i>implicit</i> (inferred) and <i>explicit</i> (clearly stated) evidence➤ How to cite evidence from the text	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Determine a theme of a <i>story</i> from implicit and explicit details in a text.➤ Determine a theme of a <i>drama</i> from implicit and explicit details in a text.➤ Determine a theme of a <i>poem</i> from implicit and explicit details in a text.➤ Correctly cite relevant implicit and explicit evidence from the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately analyze a theme of a story, drama, or poem citing specific evidence from the text.
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Guiding Principle 3: Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Standard: RL.4.3 Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Describe a character (thoughts, words, and/or actions), setting, or event in a story or drama ➤ Use specific details in the text to describe in depth the character (thoughts, words, and/or actions), setting, or event in a story or drama 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Draw on specific details in a story to describe a character (thoughts, words, and/or actions), setting, or event in depth. ➤ Draw on specific details in a drama to describe a character (thoughts, words, and/or actions), setting, or event in depth. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will draw on specific details in a story to describe a character (thoughts, words, and/or actions), setting, or event in depth. ➤ Students will draw on specific details in a drama to describe a character (thoughts, words, and/or actions), setting, or event in depth.
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Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ How to use context clues to determine the meaning of words and phrases as they are used in a text ➤ Common figurative language (ex., similes & metaphors) ➤ How literal and nonliteral words and phrases shape meaning 	<ul style="list-style-type: none"> ➤ Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language, such as metaphors and similes. ➤ Describe how literal and nonliteral words and phrases used in the text shape meaning. 	<ul style="list-style-type: none"> ➤ Students will accurately determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language, such as metaphors and similes. ➤ Students will accurately explain how literal and nonliteral words and phrases shape meaning.

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Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Standard: RL.4.5 Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Structural elements of poems, drama, and prose ➤ Linear Structure-follows a sequence of time-bound events, moving from point A to point B ➤ Nonlinear Structure-plot events may be presented outside a time-bound sequence, including multiple story lines and flashbacks ➤ Circular Structure- the plot moves one event at a time, ending where the story began; closure is provided through a return to the beginning material. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Explain the differences between poems, dramas, and prose. ➤ Refer to structural elements of poems, drama, and prose when writing or speaking about a text. ➤ Distinguish between linear, nonlinear, and circular structures. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately explain the differences between poems, dramas, and prose, and refer to structural elements. ➤ Students will accurately refer to structural elements of poems, drama, and prose when writing or speaking about a text. ➤ Students will accurately analyze the structure of the text, including by not limited to linear, nonlinear, and circular structures.
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Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RL.4.6 Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to compare and contrast➤ First person point of view/narration➤ Third person point of view/narration➤ The effect of point of view on the reader	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Distinguish between first- and third-person narration.➤ Compare and contrast the points of view from different narrators including first- and third-person narrations.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
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Guiding Principle 7: Students will integrate and evaluate content presented in print/non print forms of text found in diverse media and formats.

Standard: RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Recognize visual and/or oral presentations of a story or drama ➤ Identify characteristics that they “see” and “hear” when reading a story or drama 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Make connections between the text of a story or drama and an oral or visual presentation of the text. ➤ Identify where each version reflects specific descriptions and directions in the text. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately make connections between the text of a story or drama and an oral or visual presentation of the text. ➤ Students will accurately describe where each version reflects specific descriptions and directions in the text.
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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard RL. 4.8- Not applicable to literature.

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Reading Literature

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RL.4.9 Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify a theme of a text➤ Compare and contrast similar themes, topics, and patterns of events in texts	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Compare and contrast the treatment of similar themes, topics, and patterns of events in:<ul style="list-style-type: none">○ Stories○ Myths○ Traditional literature from different cultures	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately compare and contrast the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.
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Reading Literature

Guiding Principle 10: Students will read, comprehend and analyze complex literary texts independently and proficiently.

Standard: RL.4.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Use a variety of comprehension strategies (see above)	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Read and comprehend literary texts in the grades 4-5 complexity band proficiently.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will independently and proficiently read and comprehend various genres of literature at the high end of the appropriate complexity band (4-5).
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Reading Standards for Informational Texts—Grade 4

Key Ideas and Details	
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.
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.
Craft and Structure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.
Integration of Knowledge and Ideas	
RI.4.7	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.
RI.4.9	Integrate information from two or more texts on the same theme or topic.
Range of Reading and Level of Text Complexity	
RI.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: 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>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to identify key details and examples in a text➤ Identify what the text says explicitly➤ Draw inferences from the text	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Refer to details and examples to explain what the text says explicitly➤ Refer to details and examples in a text when drawing inferences from the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately refer to details in the text to explain what the text says explicitly and to draw inferences from the text.
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Reading Informational Text

Guiding Principle 2: Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

Standard: RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Determine the central idea(s) of a text➤ Identify the key details in a text that support the central idea(s)➤ Identify implicit evidence➤ Identify explicit evidence	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Explain how the central idea(s) is/are supported by key details in a text.➤ Cite relevant evidence, implicit and explicit, from the text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately explain how the central idea is supported by key details in the text, citing relevant implicit and explicit evidence.
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Reading Informational Text

Guiding Principle 3: Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Standard: RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ How to read historical, scientific, and technical texts ➤ How to identify the individuals, events, procedures, ideas, or concepts in the above texts ➤ How to identify specific information that explains what happened and why in the above texts 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Explain the significance of the individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text. ➤ Explain what happened and why over the course of a text. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately explain the significance of individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including specific information that identifies what happened and why.
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Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ How to use context clues to determine the meaning of general academic and domain-specific words or phrases in a 4th grade text ➤ Words shape meaning 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use context clues to determine the meaning of general domain-specific words or phrases in a 4th grade text. ➤ Explain how words and phrases shape meaning in a text. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately 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>. ➤ Students will accurately describe and explain how words and phrases shape meaning in a text.
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Reading Informational Text

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Standard: RI.4.5 Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Know the various types of informational texts structures (chronology, comparison, cause/effect, problem/solution)	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Break down the structure of a text, identifying key words that will help them find patterns such as chronology, comparison, cause/effect, and problem/solution.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) the author uses to organize events, ideas, concepts, or information in a text or part of a text.
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Reading Informational Text

Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RI.4.6 Compare/contrast a firsthand and secondhand account of the same event or topic.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ How to compare and contrast ➤ Identify a firsthand account of an event or topic ➤ Identify a secondhand account of an event or topic 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Differentiate between a firsthand and secondhand account of the same event or topic. ➤ Describe the differences in the focus of firsthand and secondhand accounts. ➤ Describe the similarities and differences between the information provided in the firsthand and secondhand accounts. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately compare and contrast a firsthand and secondhand account of the same event or topic, noting the similarities and differences in focus and the information provided.
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Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RI.4.7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Recognize various ways in which information is presented: <ul style="list-style-type: none"> ○ Visually ○ Orally ○ Quantitatively—charts, graphs, diagrams, time lines, animations, interactive elements on Web pages ➤ Identify various types of print and non-print formats. ➤ Identify how the presentation of information contributes to an understanding of a text. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Interpret information presented visually, orally, or quantitatively. ➤ Interpret information in various print and non-print formats. ➤ Explain how the information contributes to an understanding of the text in which it appears. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately interpret information presented visually, orally, or quantitatively in a variety of print and non-print formats. ➤ Students will accurately explain how the information contributes to an understanding of the text in which it appears.
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Reading Informational Text

Guiding Principle Text 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RI.4.8 Explain how an author uses reasons and evidence to support particular **claims** the author makes in a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify a claim in a text.➤ Identify reasons and evidence that support a claim in a text.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Determine which reasons and evidence support particular claims in a text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately explain how an author uses reasons and evidence to support particular claims in a text.
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Reading Informational Text

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RI.4.9 Integrate information from two or more texts on the same theme or topic.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify the theme or topic of a text➤ Combine information from two or more texts on the same theme or topic➤ Compare information from two texts on the same topic	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Integrate information from two or more texts on the same theme or topic.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately integrate information from two texts on the same theme or topic in order to write or speak about the subject knowledgeably.
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Reading Informational Text

Guiding Principle 10: Students will read, comprehend and analyze complex informational texts independently and proficiently.

Standard: RI.4.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Use a variety of comprehension strategies (see above)	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Read and comprehend literary texts in the grades 4-5 complexity band proficiently.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will independently and proficiently read and comprehend various genres of literature at the high end of the appropriate complexity band (4-5).
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Composition—Grade 5

Text Types and Purposes	
C.4.1	<p>Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by <u>planning, revising, editing and rewriting or trying a new approach.</u></p>
C.4.2	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by <u>planning, revising, editing and rewriting or trying a new approach.</u></p>
C.4.3	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</p> <p>c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by <u>planning, revising, editing and rewriting or trying a new approach.</u></p>

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Production and Distribution	
C.4.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
C.4.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
C.4.6	Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.
Range of Writing	
C.4.7	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

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Composition

Guiding Principle 1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard: C.4.1 Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. 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.
- c. Provide reasons that are supported by facts and details.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Fact vs. opinion ➤ Transitional words and phrases ➤ The components of the writing process ➤ Introduce a topic clearly ➤ State an opinion ➤ Organize ideas in paragraphs in a way that supports the purpose of the writing ➤ Identify facts and details that support reasons ➤ Support reasons with facts and details ➤ The components of an effective conclusion for an opinion piece ➤ Plan, revise, edit, and rewrite ➤ Work with peers and/or adults to develop writing 	<ul style="list-style-type: none"> ➤ Introduce a topic or text clearly. ➤ State an opinion. ➤ Create an organizational structure in which related ideas are grouped to support the writer's task, purpose, and audience. ➤ Support an opinion by providing reasons that are supported by facts and details. ➤ Utilize grade-appropriate transitions when writing. ➤ Compose a concluding statement or section that relates to the opinion. ➤ Effectively work with peers and/or adults to strengthen writing. ➤ Develop writing through planning, revising, editing, and rewriting. 	<ul style="list-style-type: none"> ➤ Students will compose an introduction in which they clearly introduce the topic and state their opinion. ➤ Students will create an organizational structure in which related ideas are grouped to support the writer's task, purpose, and audience. ➤ Students will accurately support an opinion by providing reasons that are supported by facts and details. ➤ Students will utilize appropriate grade-level transitions throughout a writing piece. ➤ Students will compose a concluding statement or section related to the presented opinion.

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		<p>➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting.</p>
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Composition

Guiding Principle 2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Standard: C.4.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Introduce a topic clearly ➤ Organize ideas in paragraphs in a way that supports the purpose of the writing ➤ Group related information in paragraphs and sections ➤ Include formatting, illustrations, and multimedia that assists with comprehension. ➤ Identify facts, definitions, concrete details, quotations, and other information or examples 	<ul style="list-style-type: none"> ➤ Introduce a topic or text clearly. ➤ Create an organizational structure in which related ideas are grouped to support the writer's task, purpose, and audience. ➤ Group related information in paragraphs and sections. ➤ Include formatting and organization appropriate to task, purpose, and audience. ➤ Include facts, definitions, concrete details, quotations, and other 	<ul style="list-style-type: none"> ➤ Students will accurately introduce a topic or text clearly. ➤ Students will create an organizational structure in which related ideas are grouped to support the writer's task, purpose, and audience. ➤ Students will introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia

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<p>that are related to the topic.</p> <ul style="list-style-type: none"> ➤ Develop the topic with facts, definitions, concrete details, quotations, and other information or examples ➤ Grade-appropriate conjunctions ➤ Sentence text structure ➤ Transitional words and phrases ➤ Domain-specific vocabulary terms related to the content ➤ Components of an effective conclusion for an informative/explanatory text ➤ The components of the writing process ➤ Plan, revise, edit, and rewrite ➤ Work with peers and/or adults to develop writing 	<p>information or examples that develop the topic.</p> <ul style="list-style-type: none"> ➤ Utilize grade-appropriate conjunctions to develop text structure within sentences. ➤ Utilize grade-appropriate transitions when developing the text structure across paragraphs. ➤ Choose precise terms and appropriate domain-specific vocabulary when writing. ➤ Compose a concluding statement or section that relates to the topic of the informative/explanatory text. ➤ Effectively work with peers and/or adults to strengthen writing. ➤ Develop writing through planning, revising, editing, and rewriting. 	<p>appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ➤ Students will include appropriate facts, definitions, concrete details, quotations, and other information or examples that develop the topic. ➤ Students will utilize appropriate conjunctions to develop the text structure throughout the writing piece. ➤ Students will utilize appropriate grade-level transitions throughout the writing piece. ➤ Students will use precise language and appropriate domain-specific vocabulary to inform about or explain the topic. ➤ Students will compose a concluding statement or section related to the topic of the informative/explanatory text. ➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting.
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Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Standard: C.4.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Introduce a topic clearly ➤ Organize ideas in paragraphs in a way that supports the purpose of the writing ➤ Linear Structure-follows a sequence of time-bound events, moving from point A to point B ➤ Nonlinear Structure-plot events may be presented outside a time-bound sequence, including multiple story lines and flashbacks 	<ul style="list-style-type: none"> ➤ Introduce a topic or text clearly. ➤ Create an organizational structure in which related ideas are grouped to support the writer's task, purpose, and audience. ➤ Establish a situation. ➤ Create a hook that orients the reader. ➤ Introduce a narrator and/or characters. ➤ Choose and organize an event sequence that reflects an appropriate structure (e.g., linear structure, nonlinear 	<ul style="list-style-type: none"> ➤ Students will accurately introduce a topic or text clearly. ➤ Students will create an organizational structure in which related ideas are grouped to support the writer's purpose. ➤ Students will orient the reader by establishing a situation and introducing a narrator and/or characters. ➤ Students will organize an event sequence that reflects an appropriate

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<ul style="list-style-type: none"> ➤ Circular Structure- the plot moves one event at a time, ending where the story began; closure is provided through a return to the beginning material. ➤ Establish a situation ➤ Create a hook that orients the reader ➤ Introduce a narrator and/or characters ➤ Organize an event sequence that happens naturally ➤ Correct dialogue punctuation ➤ Strong adjectives to describe ➤ Transitional words and phrases ➤ Identify character responses ➤ Use dialogue and descriptive language to develop experiences and events ➤ Use dialogue and descriptive language to show the responses of characters to situations ➤ Grade-appropriate conjunctions ➤ Sentence text structure ➤ Transitional words and phrases ➤ Concrete words ➤ Sensory details ➤ The components of an effective conclusion for narrated experiences or events ➤ The components of the writing process ➤ Plan, revise, edit, and rewrite ➤ Work with peers and/or adults to develop writing 	<p>structure, or circular structure).</p> <ul style="list-style-type: none"> ➤ Students will use a variety of transitional words and phrases to manage the sequence of events. ➤ Students will use dialogue and descriptive language to develop experiences and events. ➤ Students will use dialogue and descriptive language to show the responses of characters to situations. ➤ Students will utilize appropriate conjunctions to manage the sequence of events throughout the writing piece. ➤ Students will utilize appropriate grade-level transitions to manage the sequence of event throughout the writing piece. ➤ Students will use concrete words/phrases and sensory details to precisely convey experiences and events throughout the writing. ➤ Students will compose a conclusion that follows the narrated experiences or events in the text. ➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting. 	<p>structure (e.g., linear, nonlinear, or circular structure.).</p> <ul style="list-style-type: none"> ➤ Students will use a variety of transitional words and phrases to manage the sequence of events. ➤ Students will use dialogue and descriptive language to develop experiences and events. ➤ Students will use dialogue and descriptive language to show the responses of characters to situations. ➤ Students will utilize appropriate conjunctions to manage the sequence of events throughout the writing piece. ➤ Students will utilize appropriate grade-level transitions to manage the sequence of event throughout the writing piece. ➤ Students will use concrete words/phrases and sensory details to precisely convey experiences and events throughout the writing. ➤ Students will compose a conclusion that follows the narrated experiences or events in the text. ➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting.
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Guiding Principle 4: Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Standard: C.4.4 With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Utilize available digital resources to publish works ➤ Work with adults to use digital resources ➤ Interact and collaborate with others while using digital resources 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Effectively work with adults to use digital resources to create and publish writing products. ➤ Effectively use available digital resources to interact and collaborate with others. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ With some guidance with adults, students will utilize available digital resources to create and publish writing products. ➤ With some guidance with adults, students will utilize available digital resources to interact and collaborate with others.
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Guiding Principle 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: C.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify reliable sources➤ Utilize available resources to conduct research projects	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Conduct short research projects on a given topic.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will build knowledge of a topic by conducting short research projects and investigations.
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Guiding Principle 6: Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Standard: C.4.6 Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify reliable sources➤ Distinguish print and digital sources➤ Summarize relevant information from sources➤ Take notes and categorize information from sources➤ Cite sources	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Summarize information from print and digital sources.➤ Take notes and categorize information from chosen sources.➤ Practice correctly citing sources used in research.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will take categorical notes summarizing relevant information from print and digital sources.➤ Students will cite the sources used during research.
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Guiding Principle 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Standard: C.4.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Use given time effectively➤ Recognize a variety of writing tasks➤ Recognize a variety of purposes for writing➤ Identify the intended audience	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Compose regularly over shorter time frames.➤ Compose regularly over longer time frames.➤ Compose pieces for a variety of tasks, purposes, and audience.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will compose writing pieces requiring both extended and shorter time frames for a variety of tasks, purposes, and audiences.
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Language—Grade 5

Conventions of Standard English	
L.4.1	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.
L.4.2	<p>When writing:</p> <ul style="list-style-type: none"> a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.
Knowledge of Language	
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.
Vocabulary Acquisition and Use	
L.4.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
L.4.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

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Language

Guiding Principle 1: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Standard: L.4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

- a. Use relative pronouns and relative adverbs.
- b. Use the progressive verb tenses.
- c. Use modal auxiliaries to convey various conditions, such as can, may and must.
- d. Order adjectives within sentences according to conventional patterns.
- e. Use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Use frequently confused words, such as to, too, two; there, their, they're.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Relative pronouns (e.g., <i>who, whose, whom, what, that</i>) ➤ Relative adverbs (e.g., <i>where, when, why</i>) ➤ Present progressive tense (e.g., <i>is playing</i>) ➤ Past progressive tense (e.g., <i>was playing</i>) ➤ Future progressive tense (e.g., <i>will be playing</i>) ➤ Modal auxiliaries-verbs that are used with other verbs to express mood or tense. ➤ Conditions conveyed by modal auxiliaries ➤ Adjectives ➤ The order of adjectives according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). ➤ Prepositions (e.g., <i>after, in, to, on, with</i>) ➤ Prepositional phrases (e.g., <i>after school, in the</i> 	<ul style="list-style-type: none"> ➤ Use relative pronouns and relative adverbs when writing or speaking. ➤ Form and use the progressive verb tenses when writing or speaking. ➤ Use the correct modal auxiliary verb to convey various conditions when writing or speaking. ➤ Order adjectives within sentences according to conventional patterns when writing or speaking. ➤ Form and use prepositional phrases when writing or speaking. ➤ Correctly punctuate prepositional phrases in sentences. ➤ Produce complete sentences. ➤ Recognize and correct sentence fragments and run-ons. 	<ul style="list-style-type: none"> ➤ Students will accurately use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) when writing or speaking. ➤ Students will accurately form and use the progressive verb tenses when writing or speaking. ➤ Students will correctly use modal auxiliaries (e.g., can, may, must) to convey various conditions. ➤ Students will accurately order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). ➤ Students will correctly form and use prepositional phrases when writing and/or speaking.

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<p><i>beginning, to work, on the floor, with anger)</i></p> <ul style="list-style-type: none"> ➤ Comma rule for prepositions at beginning of sentences. ➤ A complete sentence consists of a subject (noun), predicate (verb), and expresses a complete thought ➤ Independent clauses ➤ Dependent clauses ➤ Complex sentence rules ➤ Recognize fragments ➤ Recognize run-ons ➤ Distinguish between frequently confused words (<i>e.g., they're, their, there; were, we're, where; to, too, two; its, it's; than, then; your, you're</i>) 	<ul style="list-style-type: none"> ➤ Correctly use frequently confused words when writing. 	<ul style="list-style-type: none"> ➤ Students will accurately produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ➤ When writing, students will correctly use frequently confused words (<i>e.g., they're, their, there; were, we're, where; to, too, two; its, it's; than, then; your, you're</i>).
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Language

Guiding Principle 2: Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Standard: L.4.2 When writing:

- a. Demonstrate appropriate use of capitalization rules.
- b. Use commas and quotation marks to indicate direct speech and quotations for a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Consult reference materials as needed to check and correct spellings.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Capitalization Rules: <ul style="list-style-type: none"> ○ Titles (persons, books, movies, documents, events, etc.) ○ Pronoun “I” ○ Proper nouns ○ Months, days, holidays ➤ Use commons to indicate direct speech and quotations ➤ Use quotation marks to indicate direct speech and quotations ➤ Identify compound sentences ➤ Coordinating conjunctions (e.g., for, and, nor, but, or, yet, so—FANBOYS) ➤ Identify independent clauses ➤ Rules for joining two independent clauses with a coordinating conjunction ➤ Use a dictionary and thesaurus ➤ Spell grade-appropriate words 	<ul style="list-style-type: none"> ➤ Use correct capitalization when writing. ➤ Use commas and quotation marks to mark direct speech and quotations from a text. ➤ Choose the correct coordinating conjunction to form a compound sentence. ➤ Use a comma before a coordinating conjunction in a compound sentence. ➤ Spell grade-appropriate words correctly when writing. 	<ul style="list-style-type: none"> ➤ Students will correctly use capitalization when writing. ➤ Students will correctly use commas and quotation marks to indicate direct speech and quotations from a text. ➤ When writing, students will correctly use a comma before a coordinating conjunction in a compound sentence. ➤ Students will correctly spell grade-appropriate words correctly, consulting references as needed.

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Language

Guiding Principle 3: Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Standard: L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between formal and informal discourse patterns based on context.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Choose the best words and phrases to convey ideas ➤ Four types of sentences ➤ Correct punctuation for each type of sentence ➤ Correct use of interjections ➤ Formal discourse vs. informal discourse ➤ Audiences and situations that call for formal English ➤ Audiences and situations that call for informal language 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Choose words and phrases to convey ideas precisely when writing and speaking. ➤ Utilize a punctuation for effect when writing. ➤ Differentiate between contexts that call for formal English and situations where informal discourse is appropriate when writing, speaking, reading, or listening. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ When speaking and writing, students will correctly choose words and phrases to convey ideas precisely. ➤ Students will correctly choose punctuation for effect when writing. ➤ 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).
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Language

Guiding Principle 4: Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Standard: 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 **an array** of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common affixes and roots as clues to the meaning of a word.
- c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.
- d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Use context (<i>e.g., definitions, examples, or restatements in text</i>) as a clue to determine the meanings of words and phrases ➤ Greek and Latin prefixes ➤ Greek and Latin suffixes ➤ Greek and Latin roots. ➤ Use a dictionary and glossary, both print and digital ➤ Common pronunciation rules ➤ General academic and domain-specific words and phrases for a particular topic ➤ Words and phrases that signal precise actions, basic to a particular topic 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use context as a clue to the meaning of a word or phrase when reading, writing, speaking, and listening. ➤ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. ➤ Utilize print and digital reference materials to determine the pronunciation and clarify the meaning of key words and phrases. ➤ Choose precise terms and appropriate domain-specific vocabulary when reading, writing, and speaking. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will use context (e.g., definitions, examples, or restatements) as a clue to the meaning of a word or phrase when reading, writing, speaking, and listening. ➤ Students will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. ➤ Students will utilize print and digital reference materials to determine the pronunciation and clarify the meaning of key words and phrases when reading, writing, speaking, and listening.
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		➤ Students will use precise language and appropriate domain-specific vocabulary when reading, writing, and speaking.
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Language

Guiding Principle 5: Demonstrate understanding of word relationships and nuances in word meanings.

Standard: L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. **Demonstrate understanding of words by relating them to their synonyms and antonyms.**

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Similes (e.g., <i>as pretty as a picture</i>) ➤ Metaphors (e.g., <i>She is a pretty picture.</i>) ➤ Context clues ➤ Idioms (e.g., <i>Actions speak louder than words.</i>) ➤ Adages (e.g., <i>Opposites attract.</i>) ➤ Proverbs (e.g., <i>All good things must come to an end.</i>) ➤ Explain the meaning of common idioms, adages, and proverbs ➤ Antonyms ➤ Synonyms 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Explain the meaning of simple similes and metaphors in context. ➤ Recognize and explain the meaning of common idioms, adages, and proverbs. ➤ Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately explain the meaning of simple similes and metaphors in context. ➤ Students will recognize and explain the meaning of common idioms, adages, and proverbs. ➤ Students will demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
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