

ORDER for Chart per Grade Level

*Priority Standards 1st

in order standard Type

color

- R.L - Reading Literature standards (salmon/pink)
- R.F.S. - Reading Foundational skill standards (mustard/orange)
- R.I - Reading Informational standards (blue)

After ^{all} Priority Standards
Supporting standards in same order

- R.L - Reading Literature - (salmon/pink)
- R.F.S. Reading Foundational skills (mustard/orange)
- R.I. Reading Informational standards (blue)

Holly Frog - 3rd 3113
Candice Ryde 4th 3118
941-4870

Standard
RL # 1 RTT
P

Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL RTT
4.2
P

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RL, RTT
4.4 RE
P

Read with sufficient accuracy and fluency to support comprehension.

RL
4.3
S

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

RL 4.5
S

Explain major differences between poems, drama, and prose, and refer to structural elements of poems and drama.

RL 4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between 1st and 3rd person.

I can statements

I can explain what a piece of non-fiction teaches me by referring to details and examples in the text.

I can determine the main idea of a text and explain how it is supported by key details.

I can read grade level text with expression and understanding what I read.

I can use specific details in a story to help me describe a character, setting or event in the story.

I can refer to specific elements of poems (verse, rhythm, meter) and plays when I write or talk about a piece of fiction.

I can compare and contrast different stories by thinking about the different points of view.

Examples

- conclusions about author's meaning
- explain a story by referring to examples in the text

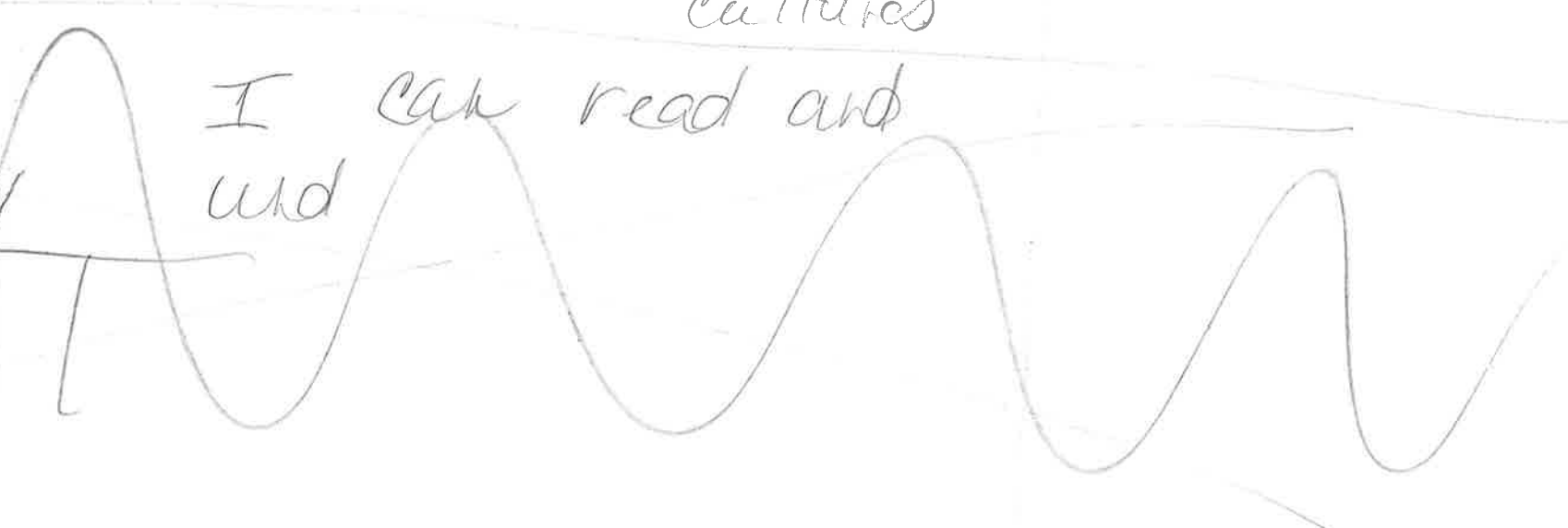
- Main idea
- Supporting details
- Summary

- Self-correct
- Use context clues to figure out unfamiliar word.
- pause for punctuation

- Story elements
- Setting
- Characters
- Plot

- Characters
- Setting
- Dialogue
- Descriptions

- Difference between 1st and 3rd person

Standard #	Standards	I can statements	Examples
RL 4.7 S	Make connections between the text of a story or drama and a visual or oral presentation of the text	I can make connections between a written text and a dramatic interpretation of the same text.	
RL 4.9 S	Compare and contrast the treatment of similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures	I can compare and contrast similar themes and events in stories, myths, and traditional literature from different cultures	
RL RT 4.10 S	By the end of the year, read and comprehend literature, informational text, social studies, science text, drama, poetry, and stories in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of range.	I can read and understand	
RI 4.3 S	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened	I can explain why and how events, procedures, and ideas or concepts in historical, scientific or technical texts happened by use of information presented.	<ul style="list-style-type: none"> - Cause/Effect
RI 4.4 S	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4	I can understand the meaning of words and phrases in 4th grade social studies and science text.	<ul style="list-style-type: none"> - Vocabulary

Standards #	Standards	I can statements	Examples
RI 4.5 S	Describe the overall structure (e.g. chronology, comparison, cause and effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	I can describe how various forms of nonfiction are structured.	<ul style="list-style-type: none"> - time order - comparison - cause and effect - problem and solution
RI 4.6 S	Compare and contrast a firsthand and secondhand account of the same event or topic.	I can compare and contrast a firsthand and secondhand account of the same event or topic.	Compare/contrast
RI 4.7 S	Interpret information presented visually, orally, and quantitatively (i.e. 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.	I can interpret and use information from charts, graphs, diagrams, timelines, animations or other internet presentations to understand non-fiction.	<ul style="list-style-type: none"> - Maps - photographs
R.I. 4.9 S	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I can use information from two different texts on the same topic to help me write or speak knowledgeably about the topic.	- Compare/contrast

Standard #

Standard

I can statement

Examples

RF 4.3

S

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.

I can read unfamiliar words that have more than one syllable.

- Greek and Latin roots
- meanings of common affixes

RF 4.4

