Reading Foundational Skills – 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.

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.

HOME

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.

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.3.1	RL.4.1	RL.5.1
Ask and answer questions, and make and support **logical** inferences to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

MULTIDIMENSIONALITY - RL.4.1

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

REFER TO DETAILS AND EXAMPLES in a text when *explaining what the text says explicitly* and **when drawing inferences** from the text.

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.3.2	RL.4.2	RL.5.2
Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	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.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

MULTIDIMENSIONALITY - RL.4.2

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.3.3	RL.4.3	RL.5.3
Describe characters in a story, including but not limited to their traits, motivations actions, or feelings, and how they affect the plot.	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.	Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.

MULTIDIMENSIONALITY - RL.4.3

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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*.

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.3.4	RL.4.4	RL.5.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	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.	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

MULTIDIMENSIONALITY - RL.4.4

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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**.

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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.

Interdisciplinary Literacy Practices

PROGRESSION

RL.3.5	RL.4.5	RL.5.5
Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	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.	Analyze and explain the overall structure of poems, stories, and dramas in two or more texts including but not limited to linear, nonlinear and circular structures.

MULTIDIIMENSIONALITY - RL.4.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.3.6	RL.4.6	RL.5.6
Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.

MULTIDIMENSIONALITY - RL.4.6

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Compare/contrast the POINT OF VIEW *of first and third person narrators* and **the effect they have on the reader**.

#	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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE		
7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.		

PROGRESSION		
RL.3.7	**RL.4.7**	**RL.5.7**
Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	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.	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.

MULTIDIMENSIONALITY - RL.4.7

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.*

GUIDING PRINCIPLE FOR READING LITERATURE		
8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.		

PROGRESSION		
RL.3.8	**RL.4.8**	**RL.5.8**
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.4.8

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

(Not applicable to literature)

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.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.3.9	RL.4.9	RL.5.9
Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	Compare/contrast stories in the same genre on their approaches to similar themes and topics.

MULTIDIMENSIONALITY - RL.4.9

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Compare/contrast THEMES, TOPICS AND PATTERNS OF EVENTS in STORIES, MYTHS AND TRADITIONAL LITERATURE FROM DIFFERENT CULTURES.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.3.10	RL.4.10	RL.5.10
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	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.	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.

MULTIDIMENSIONALITY - RL.4.10

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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**.

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.

HOME

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 informational texts independently and proficiently.

Interdisciplinary Literacy Practices

#	Practice
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.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.3.1	RI.4.1	RI.5.1
Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

MULTIDIMENSIONALITY - RI.4.1

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

REFER TO DETAILS AND EXAMPLES in a text when *explaining what the text says explicitly* and **when drawing inferences** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.3.2	RI.4.2	RI.5.2
Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

MULTIDIMENSIONALITY - RI.4.2

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Analyze how the CENTRAL IDEAS **are reflected** in a text, and *cite relevant implicit* and *explicit evidence* from the text.

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.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.3.3	RI.4.3	RI.5.3
Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	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.	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.

MULTIDIMENSIONALITY - RI.4.3

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.3.4	RI.4.4	RI.5.4
Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	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.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

MULTIDIMENSIONALITY - RI.4.4

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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**.

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.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.3.5	RI.4.5	RI.5.5
Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.

MULTIDIMENSIONALITY - RI.4.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Describe the overall STRUCTURE, in a text or part of the text, *the author uses to organize the events, ideas, concepts or information*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.3.6	RI.4.6	RI.5.6
Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.

MULTIDIMENSIONALITY - RI.4.6

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Compare/contrast a FIRSTHAND AND SECONDHAND ACCOUNT **of the** *same event or topic*.

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.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT	Interdisciplinary Literacy Practices

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

PROGRESSION

RI.3.7	RI.4.7	RI.5.7
Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	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.	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

MULTIDIMENSIONALITY - RI.4.7

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.3.8	RI.4.8	RI.5.8
Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).

MULTIDIMENSIONALITY - RI.4.8

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Explain how an author uses REASONS and EVIDENCE **to support particular** CLAIMS *the author makes* in a text.

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.

HOME

	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT
🎓	**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.

	PROGRESSION		
	RI.3.9	**RI.4.9**	**RI.5.9**
➚	Explain the relationship between information from two or more texts on the same theme or topic.	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.

	MULTIDIMENSIONALITY - RI.4.9
🗎	*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT **Integrate** *information* from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.

	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT
🎓	**10.** Students will read, comprehend and analyze complex informational texts independently and proficiently.

	PROGRESSION		
	RI.3.10	**RI.4.10**	**RI.5.10**
➚	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently.	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.	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.

	MULTIDIMENSIONALITY - RI.4.10
🗎	*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT 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.**

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.

HOME

Composition – Grade 4

	Interdisciplinary Literacy Practices

Text Types and Purposes

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 <u>every</u> 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.

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 <u>every</u> 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.

Interdisciplinary Literacy Practices

#	Practice
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.

HOME

Composition – Grade 4

Interdisciplinary Literacy Practices

Text Types and Purposes

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.

Production and Distribution

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.

Research to Build and Present Knowledge

C.4.5

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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.

Range of Writing

C.4.7

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

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.

HOME

GUIDING PRINCIPLE FOR COMPOSITION	Interdisciplinary Literacy Practices

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

PROGRESSION

C.3.1	C.4.1	C.5.1
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose,and audience.
b. Introduce the topic, followed by opinion statement, and create an organizational structure.	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.	b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
c. Provide reasons with elaborate details to support the opinion.	c. Provide reasons that are supported by facts and details.	c. Provide logically ordered reasons that are supported by facts and details.

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.

HOME

C.3.1	C.4.1	C.5.1
d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.
e. Provide a concluding section.	e. Provide a concluding section.	e. Provide a concluding section.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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.
	HOME

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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 <u>every</u> 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**.

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.

GUIDING PRINCIPLE FOR COMPOSITION	Interdisciplinary Literacy Practices

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.

PROGRESSIONS

C.3.2	C.4.2	C.5.2
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	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 <u>every</u> writing experience must utilize those digital resources.)	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.	b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.	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.

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.

HOME

C.3.2	C.4.2	C.5.2
c. Develop the topic with facts, definitions and details.	c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	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.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.
e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	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.	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Provide a concluding section.	g. Provide a concluding section.	g. Provide a concluding section.
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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.

HOME

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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 <u>every</u> 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 for-matting, illustrations and multimedia when useful to aiding comprehension.**

c. **Develop the topic** *with facts, definitions, concrete details, quotations or other information and ex-amples 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 plan-ning, revising,** *editing* **and rewriting**.

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 transac-tional, interdisciplinary and transfor-mational.
4	Utilize receptive and expressive lan-guage 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 pro-motes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION	Interdisciplinary Literacy Practices

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

PROGRESSION

C.3.3	C.4.3	C.5.3
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.	Compose narratives, using a writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	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 <u>every</u> writing experience must utilize those digital resources.)	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	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.	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.

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.

HOME

	C.3.3	C.4.3	C.5.3
	c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
	d. Use temporal words and phrases to signal event order.	d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.	d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
		e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	e. Create a sense of closure that follows the narrated experiences or events.	f. Provide a conclusion that follows the narrated experiences or events.	f. Provide a conclusion that follows the narrated experiences or events.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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.

HOME

MULTIDIMENSIONALITY - C.4.3		Interdisciplinary Literacy Practices

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.**

#	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.

HOME

Interdisciplinary Literacy Practices

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

PROGRESSION

C.3.4	C.4.4	C.5.4
With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

MULTIDIMENSIONALITY - C.4.4

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

With some guidance and support from adults, *use* DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others**.

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.3.5	C.4.5	C.5.5
Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

MULTIDIMENSIONALITY - C.4.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Conduct short RESEARCH **projects** *that build knowledge through investigation of different aspects of a topic*.

#	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.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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.

PROGRESSION

C.3.6	C.4.6	C.5.6
Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	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.	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.

MULTIDIMENSIONALITY - C.4.6

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.*

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.3.7	C.4.7	C.5.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.4.7

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

Compose routinely over extended time frames and shorter time frames *for a variety of tasks, purposes and audiences.*

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.

HOME

Language – Grade 4

Conventions of Standard English

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.

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.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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 clarity 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

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.

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.
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9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.3.1	L.4.1	L.5.1
When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.	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.	a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions

MULTIDIMENSIONALITY - L.4.1

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.

Interdisciplinary Literacy Practices

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GUIDING PRINCIPLE FOR LANGUAGE	Interdisciplinary Literacy Practices

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

PROGRESSIONS

L.3.2	L.4.2	L.5.2
When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.	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.	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.4.2

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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*.

#	Interdisciplinary Literacy Practices
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GUIDING PRINCIPLE FOR LANGUAGE

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.

PROGRESSIONS

L.3.3	L.4.3	L.5.3
Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	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.	a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.

MULTIDIMENSIONALITY - L.4.3

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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*.

Interdisciplinary Literacy Practices

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HOME

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.

PROGRESSIONS

L.3.4	L.4.4	L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons 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 contrast, addition and other logical relationships.

Interdisciplinary Literacy Practices

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HOME

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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 clarity 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**.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

5. Demonstrate understanding of word relationships and nuances in word meanings.

PROGRESSIONS

L.3.5	L.4.5	L.5.5
Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.	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.	a. Interpret figurative language, including 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.

MULTIDIMENSIONALITY - L.4.5

Green (italic) = Comprehension   **Purple (bold) = Analysis**   MAROON (CAPS) = CONTENT

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.

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