

ELA



July 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	Curr Prof Devel	TECH ACAD	27
28			AD			



Johnson City Schools CFA
2024-2025

January 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			H	V	V	4
5	AD	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

RL 7

RL 9

RL 9

August 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				IS	AD	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

RL 1

RL 4

RL 2, 7

RL 3, 7

CFA

September 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

RI 1

RI 4

RI 2

RL 1

CFA

October 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4★	5
6	FB	FB	FB	FB	FB	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

CP

RL 5

RL 1

RL 6

CFA

November 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	TPC	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	V	H	V	30

RI 3

RI 4

RI 9

CFA

December 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20★	21
22	V	V	H	V	V	28
29	V	V				

Review

W

CP

	New Teachers In-service
AD	Administrative Day
IS	In-service Day for all teachers. 4 additional in-service days will be planned, outside the school calendar, at the school level. CFA
	Student ½ Day Dismissal times: Elementary 11:30 am Middle 11:00 am High School 11:00 am
	Student Day
H	Holiday for students and staff
FB	Fall Break
★	End of nine-week term
SB	Spring Break
V	Vacation
TPC	Teacher/Parent Conference Day (not a student day; appointments vary by school)
	2 snow days are built into the calendar.

February 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16		18	19	20	21	22
23	24	25	26	27	28	

RI 6

RI 5

RI 8

W

March 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7★	8
9	10	11	12	13	14	15
16	SB	SB	SB	SB	SB	22
23	24	25	26	27	28	29
30	31					

Review

CP

April 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3		5
6	7	8	9	10	11	12
13	14	15	16	17	V	19
20	21	22	23	24	25	26
27	28	29	30			

TCAP

TCAP

May 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22		AD
25	H	27	28	29	30	31

Grade 4
Master ELA
Pacing
Calendar

June 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2024-2025 English Language Arts Assessment Guide
Tennessee Academic Standards
Grade 4

Quarter	1	2	3	4
READING STANDARDS				
Key Ideas and Details—Standard #1				
4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	A	A	A	
4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	A	A	A	
Key Ideas and Details—Standard #2				
4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	A	A	A	
4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.	A	A	A	
Key Ideas and Details—Standard #3				
4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.	A	A	A	
4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.		A	A	
Craft and Structure—Standard #4				
4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	A	A	A	
4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	A	A	A	
Craft and Structure—Standard #5				
4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.		A	A	
4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.			A	
Craft and Structure—Standard #6				
4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.		A	A	

4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.			A	
Integration of Knowledge and Ideas—Standard #7				
4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	A	A	A	
4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.			A	
Integration of Knowledge and Ideas—Standard #8				
4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.			A	
Integration of Knowledge and Ideas—Standard #9				
4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.			A	
4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		A	A	
Range of Reading and Level of Text Complexity—Standard #10				
4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	*	*	*	*
4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	*	*	*	*
FOUNDATIONAL LITERACY STANDARDS				
Phonics and Word Recognition—Standard #3				
4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	A	A	A	
Word Composition—Standard #4				
4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
a. Spell grade-appropriate words correctly consulting references as needed.	A	A	A	*
b. Write legibly in manuscript and cursive.	*	*	*	*
Fluency—Standard #5				
4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.	*	*	*	*

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	*	*	*	*
c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	*	*	*	*
Sentence Composition—Standard #6				
4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.		A	A	
a. Use relative pronouns and relative adverbs.			A	
b. Form and use progressive verb tenses.		A		
c. Use auxiliary verbs such as can, may, and must to clarify meaning.		A		
d. Form and use prepositional phrases.	A			
e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.	A			
f. Use correct capitalization.		A		
g. Use commas and quotation marks to mark direct speech and quotations from a text.	A			
h. Use a comma before a coordinating conjunction in a compound sentence.			A	
i. Write several cohesive paragraphs on a topic.	*	*	*	*
Vocabulary Acquisition—Standard #7				
4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.				
i. Use context as a clue to the meaning of a word or phrase.	A			
ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.			A	
iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		A		
4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
i. Explain the meaning of simple similes and metaphors in context.		A		
ii. Recognize and explain the meaning of common idioms and proverbs.		A		
iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.			A	
4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	*	*	*	*

WRITING STANDARDS

Text Types and Protocol—Standard #1				
4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			A	
a. Introduce a topic or text.			A	
b. Develop an opinion with reasons that are supported by facts and details.			A	
c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.			A	
d. Provide a concluding statement or section related to the opinion presented.			A	
e. Link opinion and reasons using words and phrases.			A	
f. Apply language standards addressed in the Foundational Literacy standards.			A	
Text Types and Protocol—Standard #2				
4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.		A		
a. Introduce a topic.		A		
b. Group related information in paragraphs and sections.		A		
c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.		A		
d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		A		
e. Provide a conclusion related to the information or explanation presented.		A		
f. Link ideas within categories of information using words and phrases.		A		
g. Use precise language and domain-specific vocabulary to inform about or explain the topic.		A		
h. Apply language standards addressed in the Foundational Literacy standards.		A		
Text Types and Protocol—Standard #3				
4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.	A			
a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.	A			
b. Organize an event sequence that unfolds naturally and logically.	A			
c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	A			

d. Use a variety of transitional words and phrases to manage the sequence of events.	A			
e. Provide a conclusion that follows from the narrated experiences or events.	A			
f. Use precise words and phrases and use sensory details to convey experiences and events.	A			
g. Apply language standards addressed in the Foundational Literacy standards.	A			
Production and Distribution of Writing—Standard #4				
4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*	*	*	*
Production and Distribution of Writing—Standard #5				
4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	*	*	*	*
Production and Distribution of Writing—Standard #6				
4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	*	*	*	*
Research to Build and Present Knowledge—Standard #7				
4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*	*	*	*
Research to Build and Present Knowledge—Standard #8				
4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	*	*	*	*
Research to Build and Present Knowledge—Standard #9				
4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	*	*	*	*
Range of Writing- Standard #10				
4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	*	*	*	*

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration—Standard #1				
4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	*	*	*	*
Comprehension and Collaboration—Standard #2				
4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	*	*	*	*
Comprehension and Collaboration—Standard #3				
4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #4				
4.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #5				
4.SL.PKI.5 Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #6				
4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	*	*	*	*

Revised 06/2024

2024-2025—Quarter 1

Tennessee Academic Standards

ELA—Fourth Grade

Reading Standards			
Literature		Informational Text	
4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.		4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	
4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. (summary only)		4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.	
4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.			
4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.		4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	
4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.			
Foundational Literacy Standards			
Phonics & Word Recognition	Word Composition	Sentence Composition	Vocabulary Acquisition
4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.FL.WC.4a Spell grade-appropriate words correctly consulting references as needed.	4.FL.SC.6d Form and use prepositional phrases.	4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.
		4.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and run-ons.	
		4.FL.SC.6g Use commas and quotation marks to mark direct speech and quotations from a text.	
Writing Standards			

Text Types & Protocol

4.W.TTP.3

Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.
- b. Organize an event sequence that unfolds naturally and logically.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of transitional words and phrases to manage the sequence of events.
- e. Provide a conclusion that follows from the narrated experiences or events.
- f. Use precise words and phrases and use sensory details to convey experiences and events.
- g. Apply language standards addressed in the Foundational Literacy standards.

2024-2025—Quarter 2

Tennessee Academic Standards

ELA—Fourth Grade

Reading Standards		
Literature	Informational Text	
4.RL.KID.1	4.RI.KID.1	
Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	
4.RL.KID.2	4.RI.KID.2	
Determine a theme of a story, drama, or poem from details in the text; summarize the text. (summary only)	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	
4.RL.KID.3	*4.RI.KID.3*	
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	
4.RL.CS.4	4.RI.CS.4	
Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	
4.RL.CS.5		
Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.		
4.RL.CS.6		
Compare and contrast the point of view from which different stories are narrated.		
4.RL.IKI.7		
Make connections between the print version of a story or drama and a visual or oral presentation of the same text.		
	4.RI.IKI.9	
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Foundational Literacy Standards		
Phonics & Word Recognition	Sentence Composition	Vocabulary Acquisition
4.FL.PWR.3a	4.FL.SC.6	4.FL.VA.7a.iii
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	4.FL.SC.6b	4.FL.VA.7b.i

	Form and use progressive verb tenses.	Explain the meaning of simple similes and metaphors in context.
	4.FL.SC.6c Use auxiliary verbs such as can, may, and must to clarify meaning.	4.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs.
	4.FL.SC.6f Use correct capitalization.	

Writing Standards

Text Types & Protocol

4.W.TTP.2

Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic.
- b. Group related information in paragraphs and sections.
- c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.
- d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- e. Provide a conclusion related to the information or explanation presented.
- f. Link ideas within categories of information using words and phrases.
- g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- h. Apply language standards addressed in the Foundational Literacy standards.

2024-2025—Quarter 3

Tennessee Academic Standards

ELA—Fourth Grade

Reading Standards		
Literature	Informational Text	
4.RL.KID.1	4.RI.KID.1	
Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	
4.RL.KID.2	4.RI.KID.2	
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	
4.RL.KID.3	4.RI.KID.3	
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	
4.RL.CS.4	4.RI.CS.4	
Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	
4.RL.CS.5	*4.RI.CS.5*	
Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	
4.RL.CS.6	*4.RI.CS.6*	
Compare and contrast the point of view from which different stories are narrated.	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	
4.RL.IKI.7	*4.RI.IKI.7*	
Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	
	4.RI.IKI.8	
	Explain how an author uses reasons and evidence to support particular points in a text.	
4.RL.IKI.9	4.RI.IKI.9	
Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Foundational Literacy Standards		
Phonics & Word Recognition	Sentence Composition	Vocabulary Acquisition
4.FL.PWR.3a	4.FL.SC.6	4.FL.VA.7a.ii
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

accurately unfamiliar multisyllabic words in context and out of context.	grammar and usage, including capitalization and punctuation, when writing.	
	4.FL.SC.6a Use relative pronouns and relative adverbs.	4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
	4.FL.SC.6h Use a comma before a coordinating conjunction in a compound sentence.	

Writing Standards

Text Types & Protocol

4.W.TTP.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text.
- b. Develop an opinion with reasons that are supported by facts and details.
- c. Create an organizational structure in which related ideas are grouped to support the writer's purpose.
- d. Provide a concluding statement or section related to the opinion presented.
- e. Link opinion and reasons using words and phrases.
- f. Apply language standards addressed in the Foundational Literacy standards.



Questioning to TN Academic Standards for Reading (Literature & Informational Text)

Grade 4
2024-2025

4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	Which sentence from the passage best shows that _____?
4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	The following item has two parts. Part A: Based on paragraphs ___ through ___, which sentence best describes a challenge _____ encountered _____? Part B: Which detail from the passage supports the answer to Part A? What do the details in paragraph ___ suggest about the author?
4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	Which is the best summary of the passage/story? Which sentence should be included in a summary of the passage? Which sentences from the passage best develops the theme that _____? Which sentence from the passage best shows that ___ are ___? The following item has two parts. Part A: Which sentence best states a lesson of the passage? Part B: Which sentence from the passage supports the answer to Part A? Which sentence from the passage best supports the theme _____?
4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	Which sentence best belongs in a summary of the passage? Which sentence best states the main idea of the passage? Which sentence best summarizes paragraphs ___ - ___ of the passage? The following item has two parts. Part A: Which sentence states a main idea of the passage?

		<p>Part B: Which detail from the passage best supports the correct answer to Part A?</p> <p>The following item has two parts. Part A: How do the details in the section “_____” support the main idea of the passage? Part B: Which quotation from the passage best supports the correct answer to Part A?</p> <p>The following item has two parts. Part A: Which sentence best states the main idea of the passage? Part B: Which quotation from the passage best supports the correct answer to Part A?</p> <p>The author of _____ states in paragraph ____ that _____ “_____.” Which detail from the passage best supports this idea? What is the main idea of _____? In passage _____, which idea is best supported by the details in paragraphs _____ - _____?</p>
4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as the character’s thoughts, words, or actions.	<p>Read this sentence from paragraph ____. What does this sentence tell the reader about _____?</p> <p>The following item has two parts. Part A: Which words best describe _____? Part B: Which of the following best supports the answer to Part A?</p> <p>Read these sentences from the last paragraph. What do these sentences show about _____?</p> <p>In paragraphs _____ - _____, how does the author most show that _____?</p> <p>The following item has two parts. Part A: Which statement best describes _____? Part B: Which sentence from the passage best supports the answer to Part A?</p> <p>What do _____’s actions and words in paragraphs _____ - _____ most show about him/her?</p> <p>The following item has two parts. Part A: How does _____ feel when _____? Part B: Which sentence from the passage best supports the answer to Part A?</p> <p>What do the details in paragraph _____ suggest about _____?</p> <p>What do paragraphs _____ and _____ mainly suggest about _____?</p> <p>What do the words _____ and _____ suggest about _____?</p>

4.RI.KID.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	<p>According to the passage, why do/did...?</p> <p>Which sentence best explains the main problem with _____?</p> <p>Based on passage ____, why did _____ need to _____?</p> <p>Read this sentence from the passage. How does this sentence help develop the ideas in the passage?</p>
4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	<p>Read this sentence from paragraph ____.</p> <p>What do the words _____ and _____ suggest about _____?</p> <p>What does the word _____ mean as it is used in paragraph ____?</p> <p>Read this sentence from paragraph ____.</p> <p>What does the word _____ tell the reader about _____?</p> <p>Read this sentence from paragraph ____.</p> <p>Based on the story, what are the "____"?</p> <p>What is the meaning of the word/phrase _____ in paragraph _____?</p>
4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	<p>What is the meaning of the word _____ as it is used in paragraph ____?</p> <p>What does the word _____ suggest about the _____ in paragraph ____ of "____"?</p> <p>Read the sentence from the section "____" in ____.</p> <p>Which sentence uses the same meaning of the word _____ as it is used in the sentence above?</p> <p>In "____," what does the word _____ mean as it is used in paragraph ____?</p> <p>What does the word _____ mean as it is used in paragraph ____ of _____?</p> <p>In paragraph ____ of passage ____, what does the word _____ tell the reader about _____?</p>
4.RL.CS.5*	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	
4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	<p>In "____," how do the details in paragraphs ____ through ____ develop an important idea in the passage? (They explain, show, describe, etc.)</p> <p>Which statement best describes the structure of paragraph ____? (It explains, describes, lists, states, etc.)</p> <p>The following item has two parts.</p> <p>Part A: Which sentence best describes the overall structure of the passage?</p>

		Part B: Which detail from the passage best shows this structure?
4.RL.CS.6*	Compare and contrast the point of view from which different stories are narrated.	
4.RI.CS.6*	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	
4.RL.IKI.7	Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	What part of the passage does the first picture help the reader understand? What does the picture help to explain about the setting? How does the last picture help the reader understand the story?
4.RI.IKI.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	What does the picture best help the reader understand about ____?
4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.	In paragraph ____, what evidence does the author use to support the idea that ____? How does the author support the idea that ____ helped to ____?
4.RL.IKI.9*	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	
4.RI.IKI.9*	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
4.RL.RRTC.10*	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	
4.RI.RRTC.10*	Read and comprehend stories and informational	

	texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	
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4.FL.VA.7a.i	Use context as a clue to the meaning of a word or phrase.	What is the meaning of the word/phrase ____ in paragraph ____?
4.FL.VA.7a.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Based on the suffix ____, what does the word ____ mean? Read this sentence about the passage. Which word correctly completes the sentence? Read this sentence about the passage. Based on its prefix and root, what does the word ____ mean?
4.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Read the sentence from the section "____" in ____. How does this sentence help develop the ideas in the passage?

* = No Released TCAP Items for This Standard, Historical JCS Checkpoint Stems Shared

2024-2025

Technology Tools by Reading Standard

ELA—Fourth Grade

Reading Standards - Literature	
Literature	Technology Tools
<p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p>	<p>BrainPOP: Making Inferences Flocabulary: Making Inferences IXL: H3</p>
<p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>BrainPOP: Theme Flocabulary: Summarizing, Theme of a Story, Theme in Literature IXL: B1, S1, U4</p>
<p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.</p>	<p>BrainPOP: Characterization, Setting Flocabulary: Characters, Setting IXL: H1-H2, V1</p>
<p>4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p>	<p>BrainPOP: Context Clues Flocabulary: Context Clues IXL: CC3, CC6, EE2-EE3, FF1, FF3, HH1-HH5</p>
<p>4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p>	<p>Flocabulary: What is Poetry? What is Drama? IXL: N3-N4</p>
<p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p>	<p>BrainPOP: Point of View Flocabulary: Point of View IXL: G1-G2</p>
<p>4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p>	
<p>4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p>	<p>IXL: G3</p>

Reading Standards - Informational

Informational	Technology Tools
<p style="text-align: center;">4.RI.KID.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.</p>	<p>BrainPOP: Making Inferences Flocabulary: Making Inferences</p>
<p style="text-align: center;">4.RI.KID.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p>	<p>BrainPOP: Main Idea Flocabulary: Main Idea and Finding the Main Idea IXL: A1, A2,</p>
<p style="text-align: center;">4.RI.KID.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p>	<p>IXL: O1-O4, P1-P4</p>
<p style="text-align: center;">4.RI.CS.4</p> <p>Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p>	<p>BrainPOP: Context Clues Flocabulary: Context Clues</p>
<p style="text-align: center;">4.RI.CS.5</p> <p>Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p>	<p>BrainPOP: Text Structures Flocabulary: Cause and Effect, Sequence, Compare and Contrast, Problem and Solution, Text Structure IXL: D1-D5</p>
<p style="text-align: center;">4.RI.CS.6</p> <p>Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p>	<p>BrainPOP: Primary and Secondary Sources</p>
<p style="text-align: center;">4.RI.IKI.7</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Flocabulary: Text Features IXL: J2, K1</p>
<p style="text-align: center;">4.RI.IKI.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>IXL: Q4, U2-U3, U5</p>
<p style="text-align: center;">4.RI.IKI.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably..</p>	<p>IXL: A3</p>



Johnson City Schools
English Language Arts
Protected Texts List for Grades 3 – 8 (2024 - 2025)

This list was created by and for JCS English Language Arts teachers in grades 5-8 in order to assist in vertical planning and text selection. Please refer to this list and use professional courtesy when choosing a text for whole group instruction.

Grade	Extended Text Titles	Additional Aligned Titles from Publisher	Renowned Short Text Titles
3rd ELA	<i>The Chocolate Touch</i> by Patrick Catling <i>The War with Grandpa</i> by Robert Kimmel Smith <i>Sarah, Plain and Tall</i> by Patricia MachLahlan <i>I Survived Hurricane Katrina</i> by Lauren Tarshis		<i>Move on Up That Beanstalk, Jack!</i> by Thomas Kingley Troupe
4th ELA	<i>A Long Walk to Water</i> by Linda Sue Park <i>Wonder</i> by RJ Palacio <i>Shiloh</i> by Phyllis Reynolds Naylor <i>Holes</i> by Louis Sacher		<i>Hidden Figures</i> by Margot Lee Shetterly
5th ELA	<i>Esperanza Rising</i> by Pam Munoz Ryan <i>Hugo Cabret</i> by Brian Selznick <i>Ugly</i> by Robert Hogue <i>The True Confessions of Charlotte Doyle</i> by Avi		
6th ELA	<i>The Boy Who Harnessed the Wind</i> by William Kamkwamba <i>The House of Dies Drear</i> by Virginia Hamilton <i>The Phantom Tollbooth</i> by Norton Juster <i>The War That Saved My Life</i> by Kimberly Brubaker Bradley <i>Percy Jackson: The Lightning Thief</i> by Rick Riordan	<i>The Secret Garden</i> by Frances Hodgson Burnett <i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>The Young Landlords</i> by Walter Dean Myers <i>The Jungle Book</i> by Rudyard Kipling <i>Where the Red Fern Grows</i> by Wilson Rawls <i>Black Beauty</i> by Anna Sewell <i>Charlie and the Chocolate Factory</i> by Roald Dahl <i>The Sword and the Circle</i> by Rosemary Sutcliff <i>Watership Down</i> by Richard Adams <i>Anything but Typical</i> by Nora Raleigh Baskin <i>Around the World in 80 Days</i> by Jules Verne <i>The House of Dies Drear</i> by Virginia Hamilton <i>Maniac Magee</i> by Jerry Spinelli	

Grade	Extended Text Titles	Additional Aligned Titles from Publisher	Renowned Short Text Titles
7 th ELA	<i>The Boy on the Wooden Box</i> by Leon Leyson <i>The Giver</i> by Lois Lowry <i>My Side of the Mountain</i> by Jean Craighead George <i>Serafina and the Black Cloak</i> by Robert Beatty	<i>Stand Tall</i> by Joan Bauer <i>Fair Weather</i> by Richard Peck <i>Ribbons</i> by Laurence Yep <i>Incarceron</i> by Catherine Fisher <i>Crater</i> by Homer Hickam <i>James and the Giant Peach</i> by Roald Dahl <i>Hatchet</i> by Gary Paulsen <i>Hoot</i> by Carl Hiaasen <i>Hush</i> by Jacqueline Woodson <i>The Cay</i> by Theodore Taylor <i>Letters From Rifka</i> by Karen Hesse <i>No Promises in the Wind</i> by Irene Hunt <i>The Clay Marble</i> by Minfong Ho	“The Lottery” Shirley Jackson “The Landlady” Roald Dahl “The Monsters are Due on Maple Street” by Rod Serling
8 th ELA	<i>House of the Scorpion</i> by Nancy Farmer <i>Crossover</i> by Kwame Alexander <i>Taking Flight</i> by Elaine and Michaela DePrince <i>Unbroken</i> (YA adaptation) by Laura Hillenbrand <i>The Outsiders</i> by S.E. Hinton <i>Chasing Lincoln’s Killer</i> by James L. Swanson	<i>Rules of the Road</i> by Joan Bauer <i>All Quiet on the Western Front</i> by Erich Maria Remarque <i>The Devil’s Arithmetic</i> by Jane Yolen <i>The Boy in the Striped Pajamas</i> by John Boyne <i>Ender’s Game</i> by Orson Scott Card <i>A Mango-Shaped Space</i> by Wendy Mass <i>Queen’s Own Fool</i> by Jane Yolen and Robert J. Harris <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor <i>Does My Head Look Big in This?</i> by Randa Abdel-Fattah <i>Farewell to Manzanar</i> by James D. Houston and Jeanne Houston <i>The Time Machine</i> by H. G. Wells <i>20,000 Leagues Under the Sea</i> by Jules Verne <i>Boy: Tales of Childhood</i> by Roald Dahl	“The Gift of the Magi” O. Henry “My Mother Never Worked” Bonnie Smith-Yackel “The Tell-Tale Heart” by Poe



**2024-2025 ELA Week-at-a-Glance Document
Grade 4: Quarter 1**

*Please note: Standards in **bold** could appear on the quarter 1 checkpoint.*

Week 1: August 5-9, 2024

Primary Resource	Reading		Writing		Phonics and Word Study	Establishing Routines
	Read Aloud and Book Discussion	Independent Reading	Writing	Independent Writing		
Benchmark Advance	Ongoing Read Aloud: <i>Shiloh</i>	Day 1 <i>Introduce Independent Reading</i>	Days 1-3 <i>Writing to Sources</i>	Days 1-2 <i>Response Journals</i>	Day 1 <i>Long Vowels</i>	Days 1-3 <i>Smooth Transitions</i>
Review and Routines	Day 1 <i>Choosing a Good Book for Independent Reading</i>	4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.W.TTP.2a Introduce a topic.	4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
Days 1-3						
Curriculum Associates	4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.		4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	4.W.TTP.1a Introduce a topic or text.		
<i>Ready Reading</i>			<i>Model: A Response to Reading</i>	4.W.TTP.1b Develop an opinion with reasons that are		
Other Options: Star Testing, Spelling Inventory,	4.FL.F.5 Read with sufficient		4.W.TTP.2a Introduce a topic.			<i>Getting Ready for Whole-Group Instruction: Creating a Collaborative Atmosphere within</i>

<p>IXL Diagnostic, BOY Writing RTI Screener, Reading Interest Inventory, Set AR Goals, Introduce RACE strategy</p>	<p>accuracy and fluency to support comprehension.</p> <hr/> <p>Day 2 <i>Build Good Listening Habits</i></p> <p>4.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <hr/> <p>Day 3 <i>Understanding Author's Purpose (to entertain)</i></p> <p>4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Day 2 <i>Practice Independent Reading</i></p> <p>4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p> <hr/> <p>Day 3 <i>Previewing Books</i></p> <p>4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p>	<p>4.W.TTP.1b Develop an opinion with reasons that are supported by facts and details.</p> <p>4.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><i>Model: A Response to Reading</i></p> <p>4.W.TTP.2a Introduce a topic.</p> <p>4.W.TTP.1b Develop an opinion with reasons that are supported by facts and details.</p> <p>4.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>supported by facts and details.</p> <hr/> <p>Day 3 <i>A Response to Reading</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>4.FL.WC.4a Spell grade-appropriate words correctly consulting references as needed.</p> <hr/> <p>Day 2-3 <i>r-Controlled Vowels (ar, or, er, ir, ur)</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>Reader's Workshop</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
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	<p>Focus Standard: 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <p><i>Ready Reading Lesson 12: Supporting Inferences About Literary Texts</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p>	<p>Introduce Narrative Writing <i>Extension: Ready Writing Lesson 5: Writing a Narrative: Historical Fiction</i></p> <p>22-23 CP Writing “Hiding Out” POV change 21-22 CP Writing “The Village of Left-Behinds” continue story</p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>4.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>4.W.TTP.3b Organize an event sequence that unfolds naturally and logically.</p> <p>4.W.TTP.3c Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>4.W.TTP.3g Apply language standards addressed in the Foundational Literacy standards.</p>	<p><i>Unit 1: Week 3: Mini Lesson #2 Review Long o (Vce, oa, ow, oe, o) and Short o</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p><i>Extension: Ready Reading Language Lesson 11: Punctuating Direct Quotes</i></p> <p>4.FL.SC.6g Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><i>Extension: Ready Reading Language Lesson 5: Prepositions and Prepositional Phrases</i></p> <p>4.FL.SC.6d Form and use prepositional phrases.</p>
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Week 2: August 12-16, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p>	<p>Ongoing Read Aloud: <i>Shiloh</i></p> <p>Focus standard: 4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p> <p><i>Benchmark Comprehension Intervention Lesson 8: Determine Meanings of Words and Phrases</i></p> <p><i>Benchmark Comprehension Intervention Lesson 9: Determine Meaning of Words and Phrases That Allude to Mythology</i></p> <p><i>Ready Reading Lesson 17: Understanding Vocabulary in Literary Texts</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p>	<p>Introduce Narrative Writing <i>Extension: Ready Writing Lesson 5: Writing a Narrative: Historical Fiction</i></p> <p>22-23 CP Writing “Hiding Out” POV change 21-22 CP Writing “The Village of Left-Behinds” continue story</p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>4.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>4.W.TTP.3b Organize an event sequence that unfolds naturally and logically.</p> <p>4.W.TTP.3c Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>4.W.TTP.3g Apply language standards addressed in the Foundational Literacy standards.</p>	<p><i>Unit 1: Week 3: Mini Lesson #2 Review Long o (Vce, oa, ow, oe, o) and Short o</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p><i>Extension: Ready Reading Language Lesson 11: Punctuating Direct Quotes</i></p> <p>4.FL.SC.6g Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><i>Extension: Ready Reading Language Lesson 5: Prepositions and Prepositional Phrases</i></p> <p>4.FL.SC.6d Form and use prepositional phrases.</p>

Week 3: August 19-23, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 2</p> <p><i>Characters' Actions and Reactions</i></p> <p>Week 1</p>	<p>Ongoing Read Aloud: <i>Shiloh</i></p> <p>Focus Standard: 4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; <u>summarize the text.</u></p> <p>Focus Standard: 4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p> <p><i>Benchmark Comprehension Intervention Lesson 4: Summarize Text</i></p> <p>Day 1 <i>#1 Introduce Unit 2: Characters' Actions and Reactions</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>#2 "Dorothy Meets the Scarecrow" First Reading: Draw Inferences</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <p>4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p> <hr/> <p>Day 2 <i>#4 "Dorothy Meets the Scarecrow" Summarize the Text</i></p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; <u>summarize the text.</u></p>	<p>Day 1 <i>#3 Write an Opinion Essay: Read a Mentor Text</i></p> <p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p>Day 2 <i>#6 Write an Opinion Essay: Read to Find Facts and Details</i></p> <p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <hr/> <p>Day 3 <i>#9 Write an Opinion Essay: Use Text Evidence to Form an Opinion</i></p> <p>4.W.TTP.1a Introduce a topic or text.</p> <p>Day 4</p>	<p>Day 2 <i>#5 Long i (VCe, igh, y, ie, i) and Short i</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Day 3 <i>#8 "Dorothy Meets the Scarecrow" Grammar in Context: Use Words and Phrases for Effect</i></p> <p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,</p>

<p>Day 3 #7 <i>“Dorothy Meets the Scarecrow” Describe Characters in Depth</i></p> <p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.</p> <hr/> <p>Day 4 #10 <i>“How Dorothy Saved the Scarecrow” First Reading: Make Connections</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <p>4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p> <hr/> <p>Day 5 #12 <i>“How Dorothy Saved the Scarecrow” Build Vocabulary: Understand and Use Words that Signal Precise Actions, Emotions, and States of Being</i></p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>#13 <i>Make Connections Between a Story and an Oral Presentation of a Story</i></p> <p>4.RL.IK1.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p>	<p>#11 <i>Write an Opinion Essay: Analyze the Writer’s Concluding Statement</i></p> <p>4.W.TTP.1d Provide a concluding statement or section related to the opinion presented.</p> <hr/> <p>Day 5 #14 <i>Grammar: Correct Comma Usage</i></p> <p>4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p>and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
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Week 4: August 26-30, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 2</p> <p><i>Characters' Actions and Reactions</i></p> <p>Week 2</p> <p>*Give CFA on Friday: G4 CP1 Fiction Practice on paper and in Illuminate.</p>	<p>Ongoing Read Aloud: <i>Shiloh</i></p> <p>Focus Standard: 4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.</p> <p>Focus Standard: 4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p> <p><i>Benchmark Comprehension Intervention Lesson 5: Describe Characters</i></p> <p><i>Benchmark Comprehension Intervention Lesson 6: Describe Settings</i></p> <p><i>Benchmark Comprehension Intervention Lesson 7: Describe Events</i></p> <p>Day 1 #1 "Peter Meets Wendy" <i>First Reading: Draw Inferences</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <p>4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p> <hr/> <p>Day 2 #4 "Peter Meets Wendy" <i>Summarize the Text</i></p>	<p>Day 1 #3 <i>Write an Opinion Essay: Read and Analyze the Prompt</i></p> <p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p>Day 2 #6 <i>Write an Opinion Essay: Develop Reasons Based on Facts and Details</i></p> <p>4.W.TTP.1a Introduce a topic or text.</p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 3 #9 <i>Write an Opinion Essay: Use Text Evidence to Form an Opinion</i></p> <p>4.W.TTP.1a Introduce a topic or text.</p>	<p>Day 1 #2 Long u (VCe, ue, ew, u) and Short u</p> <p>4.FL.PWR.3 a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Day 3 #7 "Peter Meets Wendy" <i>Grammar in Context: Use Modal Auxiliaries to Convey Conditions</i></p> <p>4.FL.SC.6 c Use auxiliary verbs such as can, may, and must to clarify meaning.</p>

	<p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; <u>summarize the text.</u></p> <p><i>#5 “Peter Meets Wendy” Build Vocabulary: Understand and Use Words That Signal Precise Actions, Emotions, and States of Being</i></p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <hr/> <p>Day 3 <i>#8 “Peter Meets Wendy” Close Reading: Draw Inferences to Describe Characters</i></p> <p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.</p> <hr/> <p>Day 4 <i>#10 “Peter Meets Wendy” Close Reading: Make Connections Between a Drama and an Oral Presentation of the Drama</i></p> <p>4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p> <hr/> <p>Day 5 <i>#12 Close Reading: Compare and Contrast the Treatment of Similar Themes in Dramas</i></p> <p>4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p>	<p>Day 4 <i>#11 Write an Opinion Essay: Plan and Organize Your Opinion Essay</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <hr/> <p>Day 5 <i>#13 Grammar: Use Modal Auxiliaries</i></p> <p>4.FL.SC.6c Use auxiliary verbs such as can, may, and must to clarify meaning.</p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	
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Week 5: September 3-6, 2024 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p>	<p>Ongoing Read Aloud: <i>Shiloh</i></p> <p>Focus standard: 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.</p> <p><i>Benchmark Comprehension Intervention Lesson 19: Use Text References</i></p> <p><i>Benchmark Comprehension Intervention Lesson 20: Draw Inferences</i></p> <p><i>Extension: Ready Reading Lesson 6: Supporting Inferences About Informational Texts</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Indep. Practice Day 5: Indep. Practice</p>	<p>Continue Narrative Writing <i>Extension: Ready Writing Lesson 5: Writing a Narrative: Historical Fiction</i></p> <p>*Resources are available in the district Share Drive. 22-23 CP Writing “Hiding Out” POV change 21-22 CP Writing “The Village of Left-Behinds” continue story</p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>4.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>4.W.TTP.3b Organize an event sequence that unfolds naturally and logically.</p> <p>4.W.TTP.3c Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>4.W.TTP.3g Apply language standards addressed in the Foundational Literacy standards.</p>	<p>Unit 2 Week 3 Mini Lesson #2 Closed Syllable Patterns</p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p>	<p><i>Extension: Ready Reading Language Handbook Lessons 6 and 7: Complete Sentences and Fragments/Run-on Sentences</i></p> <p>4.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p>

Week 6: September 9-13, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 3</p> <p><i>Government in Action</i></p> <p>Week 1</p>	<p>Ongoing Read Aloud: <i>Shiloh</i></p> <p>Focus Standard: 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p><i>Benchmark Comprehension Intervention Lesson 27: Determine the Meaning of General Academic Vocabulary</i></p> <p><i>Benchmark Comprehension Intervention Lesson 28: Determine the Meaning of Social Studies Vocabulary</i></p> <p><i>Benchmark Comprehension Intervention Lesson 29: Determine the Meaning of Science Vocabulary</i></p> <p>Day 1 #1 <i>Introduce Unit 1: Government in Action</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>#2 <i>"Solving Problems" First Reading: Distinguish between Important and Unimportant Information</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 <i>"Solving Problems" Describe the Structure of a Text</i></p>	<p>Day 1 #3 <i>Write an Informative/Explanatory Essay: Develop Your Focus</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <hr/> <p>Day 2 #6 <i>Write an Informative/Explanatory Essay: Select Knowledgeable and Credible Sources</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 3 #9 <i>Write an Informative/Explanatory Essay: Take Notes from Sources</i></p>	<p>Day 2 #5 <i>Review Open Syllables</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Day 3 #8 <i>"Solving Problems" Grammar in Context: Use Modal Auxiliaries to Express Possibilities</i></p> <p>4.FL.SC.6 c Use auxiliary verbs such as can, may, and must to clarify meaning.</p>

	<p><i>(Problem/Solution)</i></p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <hr/> <p>Day 3 <i>#7 "Solving Problems" Interpret Information Presented Visually and Quantitatively</i></p> <p>4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <hr/> <p>Day 4 <i>#10 "The First Town Meeting" First Reading: Summarize and Synthesize</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 5 <i>#12 "The First Town Meeting" Build Vocabulary: Determine the Meaning of Words and Phrases in a Text</i></p> <p>4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p><i>#13 "The First Town Meeting" Refer to Details and Examples in a Text to Draw Inferences</i></p> <p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p>	<p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 4 <i>#11 Write an Informative/Explanatory Essay: Plan and Organize Your Essay</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <hr/> <p>Day 5 <i>#4 Grammar in Context: Use Modal Auxiliaries to Express Possibilities</i></p> <p>4.FL.SC.6c Use auxiliary verbs such as can, may, and must to clarify meaning.</p>		
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Week 7: September 16-20, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 3</p> <p><i>Government in Action</i></p> <p>Week 2</p> <p>*Give CFA on Friday: G4 CP1 Nonfiction Practice on paper and in Illuminate.</p>	<p>Ongoing Read Aloud: <i>Shiloh</i></p> <p>Focus Standard: 4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p><i>Benchmark Comprehension Intervention Lesson 21: Identify Main Idea</i></p> <p><i>Benchmark Comprehension Intervention Lesson 22: Explain How Details Support the Main Idea</i></p> <p><i>Benchmark Comprehension Intervention Lesson 23: Summarize Text</i></p> <p>Day 1 #1 “The State Government and Its Citizens” First Reading: <i>Distinguish Between Important and Unimportant Information</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 “The State Government and Its Citizens” <i>Identify Key Details and Determine the Main Idea</i></p> <p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>#5 “The State Government and Its Citizens” <i>Use Context Clues to Determine the Meaning of Words and Phrases</i></p>	<p>Day 1 #3 Write an <i>Informative/Explanatory Essay: Introduce Your Topic</i></p> <p>4.W.TTP.2a Introduce a topic.</p> <hr/> <p>Day 2 #6 Write an <i>Informative/Explanatory Essay: Develop Your Topic with Specific Details</i></p> <p>4.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <hr/> <p>Day 3 #9 Write an <i>Informative/Explanatory Essay: Use Linking Words and Phrases to Connect Ideas</i></p> <p>4.W.TTP.2f Link ideas within categories of information using words and phrases.</p>	<p>Day 1 #2 Review <i>Vowel Teams</i></p> <p>4.FL.PWR.3 a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Day 3 #7 “The State Government and Its Citizens” <i>Grammar in Context: Form and Use the Present Progressive Tense</i></p> <p>4.FL.SC.6b Form and use progressive verb tenses.</p>

<p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <hr/> <p>Day 3 <i>#8 "The State Government and Its Citizens" Close Reading: Describe the Structure of a Text (Problem/Solution)</i></p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <hr/> <p>Day 4 <i>#10 "The State Government and Its Citizens" Close Reading: Interpret Visual and Quantitative Information</i></p> <p>4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <hr/> <p>Day 5 <i>#12 Close Reading: Integrate Information from Two Texts on the Same Topic</i></p> <p>4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Day 4 <i>#11 Write an Informative/ Explanatory Essay: Provide a Concluding Statement or Section</i></p> <p>4.W.TTP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <hr/> <p>Day 5 <i>#13 Grammar in Context: Form and Use the Present Progressive Tense</i></p> <p>4.FL.SC.6b Form and use progressive verb tenses.</p>		
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Week 8: September 23-27, 2024

Reading	Writing	Phonics and Word Study	Language
<p>Ongoing Read Aloud: <i>Shiloh</i></p> <p>Review Q1 Skills Checkpoint Review</p> <p>Practice Options: We Are Ready Booklets</p> <p>Previously Administered Checkpoints and Common Formative Assessments in Illuminate <i>G4 CP1 Fiction Practice</i> on paper and in Illuminate <i>G4 CP1 Nonfiction Practice</i> on paper and in Illuminate <i>G4 CP1 Editing Practice</i> on paper and in Illuminate</p> <p>Benchmark Advance Unit Assessments</p> <p>Narrative Writing Bootcamp <i>Extension: Curriculum Associates Ready Writing Lesson 5: Writing a Narrative: Historical Fiction</i></p> <p>22-23 CP Writing Supplement “Hiding Out” POV change 21-22 CP Writing Supplement “The Village of Left-Behinds” continue story CP Supplement “Sadako’s Secret” - continue the story CP Supplement “Those Wacky Shoes” you are a character Released TCAP “Secret Lives of Dolphins” - with anchor papers “Curious Garden” different ending</p>			

Week 9: September 30-October 4, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
Ongoing Read Aloud: <i>Shiloh</i>	Checkpoint Assessment			



**2024-2025 ELA Week-at-a-Glance Document
Grade 4: Quarter 2**

*Please note: Standards in **bold** could appear on the quarter 2 checkpoint.*

Week 1: October 14-18, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
Curriculum Associates <i>Ready Reading</i>	Ongoing Read Aloud: <i>A Long Walk to Water</i> Focus Standard: 4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. <i>Extension: Ready Reading Lesson 19</i> <i>Elements of Poetry</i> Day 1: Introduction Day 2: Modeled and Guided Inst Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice	Develop Informative Writing *Resources are available in the JCS Writing Resource Book. 22-23 Informative Writing Checkpoint Supplement: "Where Does Lost Lake Go?" 21-22 Informative Writing Checkpoint Supplement: "The Oregon Trail" and "Sallie Hester, Pioneer" <i>Extension: Curriculum Associates Ready Writing Lesson 2: Writing to Inform: Article</i> 4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. Day 1 <i>Ready Writing: Lesson Introduction and Step 1: Study a Mentor Text</i>	<i>Benchmark Unit 4 Week 1 Day 2 #5 Review Compound Words</i> 4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to	<i>Benchmark Unit 4 Week 1 Day 3 #8 "Here, Boy" Grammar in Context: Use Past Progressive Tense</i> 4.FL.SC.6b Form and use progressive verb tenses. <i>Benchmark Unit 4 Week 1 Day 5 #14 Grammar: Use the Past and Present Progressive Tenses</i> 4.FL.SC.6c Use auxiliary verbs such as can, may, and

	<p><i>Extension: Ready Reading Lessons 20 and 21 (if time permits...may use also during Thanksgiving and review week)</i></p> <p><i>Elements of Plays</i></p> <p><i>Comparing Poems, Plays, and Prose</i></p> <p><i>Benchmark Comprehension Intervention Lesson 10: Explain Structural Elements of Poetry</i></p> <p><i>Benchmark Comprehension Intervention Lesson 11: Explain Structural Elements of Drama</i></p> <p><i>Benchmark Comprehension Intervention Lesson 12: Explain Structural Elements of Prose</i></p>	<p>Day 2 <i>Ready Writing: Step 2: Unpack Your Assignment and Review The Research Path</i></p> <hr/> <p>Day 3 <i>Ready Writing: Read source texts</i></p> <hr/> <p>Days 4-5 <i>Ready Writing: Step 3: Find Text Evidence and Reread source texts</i></p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>4.W.TTP.2a Introduce a topic.</p> <p>4.W.TTP.2b Group related information in paragraphs and sections.</p> <p>4.W.TTP.2c Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.</p> <p>4.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.W.TTP.2e Provide a conclusion related to the information or explanation presented.</p> <p>4.W.TTP.2f Link ideas within categories of information using words and phrases.</p> <p>4.W.TTP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.W.TTP.2h Apply language standards addressed in the Foundational Literacy standards.</p>	<p>read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p>must to clarify meaning.</p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p>
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Week 2: October 21-25, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 4</p> <p><i>Understanding Different Points of View</i></p> <p>Week 1</p>	<p>Ongoing Read Aloud: <i>A Long Walk to Water</i></p> <p>Focus Standard: 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <p><i>Benchmark Comprehension Intervention Lesson 1: Explain What the Text Says</i></p> <p><i>Benchmark Comprehension Intervention Lesson 2: Draw Inferences from Text</i></p> <p>Day 1 <i>#1 Introduce Unit 4: Understanding Different Points of View</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>#2 "Here, Boy" First Reading: Ask Questions About Characters and Events</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 2: Writing to Inform: Article</i></p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>Day 1 <i>Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #3 Write a New Fictional Scene: Read a Prompt and Mentor Text</i></p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <hr/> <p>Day 2 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p>	<p><i>Unit 4 Week 2 Day 1</i> <i>#2 Review Vowel-Consonant-e Syllable Patterns</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>Unit 4 Week 2 Day 3</i> <i>#7 "Ready to Race" Analyze Grammar in Context: Recognize Frequently Confused Words</i></p> <p>4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <hr/> <p><i>Unit 4 Week 2 Day 5</i> <i>#13 Grammar: Recognize Frequently Confused Words/Use</i></p>

<p>Day 2 #4 “Here, Boy” Analyze First-Person Narrative Point of View</p> <p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <hr/> <p>Day 3 #7 “Here, Boy” Draw Inferences About Characters in a First-Person Narrative</p> <p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <hr/> <p>Day 4 #10 “Something Uneasy in the Air” First Reading: Create Mental Images of Characters and Events</p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 5 #12 “Something Uneasy in the Air” Analyze Third-Person Narrative Point of View</p> <p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <p>#13 Draw Inferences About Characters in a Third-Person Narrative</p> <p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p>	<p><i>Benchmark #6 Write a New Fictional Scene: Analyze Character and Events</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 3 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #9 Write a New Fictional Scene: Read to Find Character Traits in a Source Text</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Days 4-5 <i>Ready Writing: Step 5: Draft</i></p> <p>OR</p> <p><i>Benchmark #11 Write a New Fictional Scene: Develop the Character’s Voice</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p><i>Reference Materials</i></p> <p>4.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p>
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Week 3: October 28-November 1, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 4</p> <p><i>Understanding Different Points of View</i></p> <p>Week 2</p> <p>*Give CFA on Friday: G4 CP2 Fiction Practice New Version on paper and in Illuminate.</p>	<p>Ongoing Read Aloud: <i>A Long Walk to Water</i></p> <p>Focus Standard: 4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <p><i>Benchmark Comprehension Intervention Lesson 13: Explain First Person Narration</i></p> <p><i>Benchmark Comprehension Intervention Lesson 14: Explain Third Person Narration</i></p> <p><i>Benchmark Comprehension Intervention Lesson 15: Compare and Contrast Point of View</i></p> <p>Day 1 #1 “Ready to Race” <i>First Reading: Ask Questions About Characters and Events</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 “Ready to Race” <i>Summarize the Text</i></p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; <u>summarize the text.</u></p> <p>#5 “Ready to Race” <i>Demonstrate Understanding of Figurative Language: Similes</i></p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 2: Writing to Inform: Article</i></p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>Day 1 <i>Ready Writing: Steps 6-7 Revise</i></p> <p>OR</p> <p><i>Benchmark #3 Write a New Fictional Scene: Read the Prompt and Checklist</i></p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <hr/> <p>Day 2 <i>Continue Ready Writing: Steps 6-7 Revise</i></p> <p>OR</p> <p><i>Benchmark #6 Write a New Fictional Scene: Find Character Details in the Source Text</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources;</p>	<p><i>Unit 4: Week 3: Mini Lesson #2 Review Consonant -le Syllable Patterns</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>Extension: Ready Reading Language Handbook Lessons 20 and 21:</i></p> <p><i>Idioms</i></p> <p><i>Adages and Proverbs</i></p> <p>4.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs.</p>

<p>4.FL.VA.7b.i Explain the meaning of simple similes and metaphors in context.</p> <hr/> <p>Day 3 <i>#8 "Ready to Race" Close Reading: Draw Inferences About a Character</i></p> <p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <hr/> <p>Day 4 <i>#10 Close Reading: Compare First-Person and Third-Person Point of View</i></p> <p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <hr/> <p>Day 5 <i>#12 Close Reading: Compare and Contrast First-Person and Third-Person Narratives</i></p> <p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <p>4.RL.IK1.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p>	<p>take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 3 <i>Ready Writing: Step 8: Edit</i></p> <p>OR</p> <p><i>Benchmark #9 Write a New Fictional Scene: Find Story Events in a Source Text</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 4 <i>Ready Writing: Prepare to Publish/Interact and Collaborate</i></p> <p>OR</p> <p><i>Benchmark #11 Write a New Fictional Scene: Plan Your Scene</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 5 <i>Ready Writing: Present and Writing Reflection</i></p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	
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Week 4: November 4-8, 2024 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p>	<p>Focus standard: 4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <p><i>Extension: Ready Reading Lesson 2 Understanding Historical Texts</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p> <p><i>Extension: Ready Ready Lessons 3 and 4: Understanding Technical Texts and Understanding Scientific Texts (if time permits...may use also during Thanksgiving and review week)</i></p> <p><i>Benchmark Comprehension Intervention Lesson 24: Explain a Historical Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 25: Explain a Scientific Text</i></p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 4: Writing to Inform: Blog Post</i></p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>Day 1 <i>Ready Writing: Day 1: Lesson Introduction and Step 1: Study a Mentor Text</i></p> <p>OR</p> <p>Benchmark Unit 7 Week 1 Day 1 <i>#3 Write Historical Fiction: Introduce the Genre</i></p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <hr/> <p>Day 2 <i>Ready Writing: Step 2: Unpack Your Assignment and Review The Research Path</i></p>	<p><i>Benchmark Unit 7 Week 1 Day 2</i> <i>#5 Review /ou/ and /oi/</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>Benchmark Unit 7 Week 1 Day 3</i> <i>#8 “Rail Tycoons” Grammar in Context: Use Correct Capitalization</i></p> <p>4.FL.SC.6f Use correct capitalization.</p> <p><i>Benchmark Unit 7 Week 1 Day 5</i> <i>#14 Grammar in Context: Use Correct Capitalization and Punctuation</i></p> <p>4.FL.SC.6f Use correct capitalization.</p> <p>4.FL.SC.6g Use commas and quotation marks to mark direct speech and</p>

	<p><i>Benchmark Comprehension Intervention Lesson 26: Explain a Technical Text</i></p>	<p>OR</p> <p>Benchmark Unit 7 Week 1 Day 2 <i>#6 Write Historical Fiction: Brainstorm Ideas</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 3 <i>Ready Writing: Read source texts</i></p> <p>OR</p> <p>Benchmark Unit 7 Week 1 Day 3 <i>#9 Write Historical Fiction: Evaluate Ideas</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Days 4-5 <i>Ready Writing: Step 3: Find Text Evidence and Reread source texts</i></p> <p>Benchmark Unit 7 Week 1 Day 4 <i>#11 Write Historical Fiction: Organize Historical Fiction Narrative</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p>quotations from a text.</p>
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Week 5: November 11-15, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 7</p> <p><i>The Transcontinental Railroad</i></p> <p>Week 1</p>	<p>Ongoing Read Aloud: <i>A Long Walk to Water</i></p> <p>Focus Standard: 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>Day 1 #1 <i>Introduce Unit 7: The Transcontinental Railroad</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>#2 <i>"Rail Tycoons" First Reading: Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 <i>"Rail Tycoons" Describe the Overall Structure of a Text (Chronological)</i></p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <hr/> <p>Day 3 #7 <i>"Rail Tycoons" Interpret Information Presented Visually: Time Lines</i></p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 4: Writing to Inform: Blog Post</i></p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>Day 1 <i>Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark Unit 7 Week 2 Day 1 #3 Write Historical Fiction: Establish a Situation/Introduce Characters</i></p> <p>4.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <hr/> <p>Day 2 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark Unit 7 Week 2 Day 2 #6 Write Historical Fiction: Use</i></p>	<p><i>Benchmark Unit 7 Week 2 Day 1 #2 Prefixes trans-, pro-, sub-, super-, inter-</i></p> <p>4.FL.PWR. 3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic</p>	<p><i>Benchmark Unit 7 Week 2 Day 3 #7 "The Chinese Railroad Workers" Analyze Grammar in Context: Form and Use Prepositional Phrases</i></p> <p>4.FL.SC.6d Form and use prepositional phrases.</p> <hr/> <p>Day 5 #13 <i>Grammar in Context: Form and Use Prepositional Phrases</i></p>

	<p>4.RI.IK1.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <hr/> <p>Day 4 #10 “Build the Transcontinental Railroad” First Reading: Apply Strategies</p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 5 #12 “Build the Transcontinental Railroad” Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Words</p> <p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>#13 Explain How an Author Uses Reasons and Evidence to Support Points in a Text</p> <p>4.RI.IK1.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><i>Description to Develop Characters and Story Events</i></p> <p>4.W.TTP.3c Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <hr/> <p>Day 3 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark Unit 7 Week 2 Day 3</i> #9 Write Historical Fiction: Use Dialogue</p> <p>4.W.TTP.3c Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <hr/> <p>Days 4-5 <i>Ready Writing: Step 5: Draft</i></p> <p>OR</p> <p><i>Benchmark Unit 7 Week 2 Day 4</i> #11 Write Historical Fiction: Provide a Sense of Closure</p> <p>4.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.</p>	<p>words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>4.FL.SC.6d Form and use prepositional phrases.</p> <p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p>
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Week 6: November 18-22, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 7</p> <p><i>The Trans-continental Railroad</i></p> <p>Week 2</p> <p>*Give CFA on Friday: G4 CP2 Nonfiction Practice on paper and in Illuminate.</p>	<p>Ongoing Read Aloud: <i>A Long Walk to Water</i></p> <p>Focus Standard: 4.RI.IK1.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Benchmark Comprehension Intervention Lesson 42: Integrate Information from Two Texts</i></p> <p>Day 1 #1 “<i>The Chinese Railroad Workers</i>” First Reading: <i>Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 “<i>The Chinese Railroad Workers</i>” Build Vocabulary: <i>Use Context to Determine the Meaning of Domain-Specific Words</i></p> <p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 4: Writing to Inform: Blog Post</i></p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>OR</p> <p>Benchmark Advance: Unit 7 Assessment</p> <p>Benchmark Unit 7: Week 3</p> <p>Day 1 <i>Ready Writing: Steps 6-7 Revise</i></p> <p>OR</p> <p><i>Benchmark #3 Write Historical Fiction: Revise to Add Words to Signal Event Order</i></p> <p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<p><i>Benchmark Unit 7 Week 3 Day 1 #2 Review Homophones</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	<p><i>Benchmark Unit 7 Week 3 Day 2 #5 Grammar in Context: Use a Comma Before a Coordinating Conjunction in a Compound Sentence</i></p> <p>4.FL.SC.6h Use a comma before a coordinating conjunction in a compound sentence.</p>

	<p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p><i>#5 “The Chinese Railroad Workers” Describe the Overall Structure of a Text (Chronology and Compare/ Contrast)</i></p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <hr/> <p>Day 3 <i>#8 “The Chinese Railroad Workers” Close Reading: Draw an Inference from a Chronological Text</i></p> <p>4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.</p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <hr/> <p>Day 4 <i>#10 “The Chinese Railroad Workers” Close Reading: Interpret Information Visually</i></p> <p>4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Day 2 <i>Continue Ready Writing: Steps 6-7 Revise</i></p> <p>OR</p> <p><i>Benchmark #6 Write Historical Fiction: Revise to Add Concrete and Sensory Detail</i></p> <p>4.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <hr/> <p>Day 3 <i>Ready Writing: Step 8: Edit</i></p> <p>OR</p> <p><i>Benchmark #8 Write Historical Fiction: Edit for Correct Comma Usage</i></p> <p>4.FL.SC.6g Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>4.FL.SC.6h Use a comma before a coordinating conjunction in a compound sentence.</p> <hr/> <p>Day 4 <i>Ready Writing: Prepare to Publish/Interact and Collaborate</i></p> <p>OR</p> <p><i>Benchmark #10 Write Historical Fiction: Edit to Choose Words and Phrases to Convey Ideas Precisely</i></p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	
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	<p>Day 5 <i>#12 Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</i></p> <p>4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <hr/> <p>Day 5 <i>Ready Writing: Present and Writing Reflection</i></p> <p>OR</p> <p><i>Benchmark #12 Publishing: Format Text and Use Technology to Publish Writing</i></p> <p>4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>		
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Week 7: November 25-29, 2024 (2-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
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Use these two days for catch-up, review, MOY RTI testing, writing conferences, etc.

Week 8: December 2-6, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Novel:</p> <p><i>A Long Walk to Water</i></p>	<p>Review Q2 Skills</p> <p>Checkpoint Review</p> <p>Practice Options:</p> <p>We Are Ready Booklets</p> <p>Previously-Administered Checkpoints and Common Formative Assessments in Illuminate</p> <p><i>G4 CP2 Fiction Practice New Version</i> on paper and in Illuminate</p> <p><i>G4 CP2 Nonfiction Practice</i> on paper and in Illuminate</p> <p><i>G4 CP2 Editing Practice</i> on paper and in Illuminate</p> <p>Benchmark Advance Unit Assessments</p>	<p>Review Informative Writing to a Prompt to prepare for Checkpoint Assessment</p> <p>22-23 Informative Writing Checkpoint Supplement: "Where Does Lost Lake Go?"</p> <p>21-22 Informative Writing Checkpoint Supplement: "The Oregon Trail" and "Sallie Hester, Pioneer"</p> <p>Use any sources. Prompts are available in ELA 4th Grade Coaches' Resources Canvas Course. Anchor papers are available in the Writing Resource Book for Teachers.</p> <p>Use the writing rubric to score. Conference with students about their writing.</p>	<p>Review Q2 Skills</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 18: Using a Dictionary or Glossary</i></p> <p>4.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

Week 9: December 9-13, 2024

Reading	Writing	Phonics and Word Study	Language
<p>Ongoing Read Aloud: <i>A Long Walk to Water</i></p> <p>Review Q2 Skills - Checkpoint Review</p> <p>Practice Options: We Are Ready Booklets</p> <p>Previously Administered Checkpoints and Common Formative Assessments in Illuminate <i>G4 CP2 Fiction Practice</i> on paper and in Illuminate <i>G4 CP2 Nonfiction Practice</i> on paper and in Illuminate <i>G4 CP2 Editing Practice</i> on paper and in Illuminate</p> <p>Benchmark Advance Unit Assessments</p> <p>Informative Writing Bootcamp 22-23 CP Writing Supplement “Where Does Lost Lake Go?” 21-22 CP Writing Supplement “The Oregon Trail” (problem/solution) CP Writing Supplement “Antarctica’s Stay-at-Home Dads” (compare/contrast) Released TCAP “Excerpt From Bug-alicious” Released TCAP “Shh! Don’t Wake the Animals” (compare/contrast) - with anchor papers Released TCAP “It’s a Dog’s Life” (compare/contrast) - with anchor papers TNCORE “Space Junk” (cause/effect) TNCORE “How Does the Ants’ Garden Grow” TNCORE “The Fastest Woman in the World” (compare/contrast)</p>			

Week 10: December 16-20, 2024

Reading	Writing	Phonics and Word Study	Language
<p><i>Checkpoint Assessment</i></p>			



**2024-2025 ELA Week-at-a-Glance Document
Grade 4: Quarter 3**

*Please note: Standards in **bold** could appear on the quarter 3 checkpoint.*

Week 1: January 6-10, 2025 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
Curriculum Associates <i>Ready Reading</i>	<p>Ongoing Read Aloud: <i>Wonder</i></p> <p>Focus Standard: 4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p> <p><i>Extension: Ready Reading Media Feature p. 410</i></p> <p>Day 1: Introduction, read Robin Hood and the Mournful Knight, and read William Tell Day 2: William Tell Audio Recording, Graphic Organizer, and Talk</p>	<p>Opinion Writing</p> <p>22-23 CP Writing Supplement “Home Address: ISS; International Space Station”</p> <p>21-22 CP Writing Supplement “Children Should Do Chores” and “Children Shouldn’t Do Chores”</p> <p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>4.W.TTP.1a Introduce a topic or text.</p> <p>4.W.TTP.1b Develop an opinion with reasons that are supported by facts and details.</p> <p>4.W.TTP.1c Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<p>DOL Affix Focus: bio-</p> <p><i>Extension: Ready Reading Language Handbook Lesson 17: Greek and Latin Word Parts</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>DOL Focus Skill: Compound Sentences</p> <p><i>Extension: Ready Reading Language Handbook Lesson 12: Using Commas with Coordinating Conjunctions</i></p> <p>4.FL.SC.6h Use a comma before a coordinating conjunction in a</p>

	<i>Benchmark Comprehension Intervention Lesson 16: Make Connections Between Two Representations of a Story</i>	4.W.TTP.1d Provide a concluding statement or section related to the opinion presented. 4.W.TTP.1e Link opinion and reasons using words and phrases. 4.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards.	4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	compound sentence.
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Week 2: January 13-17, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 6</p> <p><i>Confronting Challenges</i></p> <p>Week 1</p>	<p>Ongoing Read Aloud: <i>Wonder</i></p> <p>No new focus standard</p> <p>Day 1 #1 Introduce Unit 6: <i>Confronting Challenges</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>#2 "<i>Sugar Maple and Woodpecker</i>" First Reading: <i>Make Connections</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 "<i>Sugar Maple and Woodpecker</i>" Describe the Characters, Setting, and Events in a Quest Story</p> <p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.</p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 1: Writing an Opinion: Speech</i></p> <p>Day 1 Ready Writing: Lesson Introduction and Step 1: Study a Mentor Text</p> <p>OR</p> <p><i>Benchmark #3 Write a Narrative Response: Read and Analyze a Narrative Source Text</i></p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <hr/> <p>Day 2 Ready Writing: Step 2: Unpack Your Assignment and Review The Research Path</p> <p>OR</p> <p><i>Benchmark #6 Write a Narrative Response: Read and Analyze a Prompt</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<p>DOL Affix Focus: mis-</p> <p>Day 2 #5 Adverb Suffixes -ly, -ily, -ways, -wise</p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>DOL Focus Skill: Relative Pronouns</p> <p><i>Extension: Ready Reading Language Handbook Lesson 1: Relative Pronouns and Adverbs</i></p> <p>4.FLSC.6a Use relative pronouns and relative adverbs.</p> <p>Day 3 #8 "<i>Sugar Maple and Woodpecker</i>" Grammar in Context: Use Modal Auxiliaries</p>

	<p>Day 3 #7 “Sugar Maple and Woodpecker” <i>Determine the Theme of a Story</i></p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <hr/> <p>Day 4 #10 “The Valiant Little Tailor” <i>First Reading: Summarize and Synthesize</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 5 #12 “The Valiant Little Tailor” <i>Build Vocabulary: Determine the Meaning of Words and Phrases in a Text</i></p> <p>4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p> <p>4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>Day 3 <i>Ready Writing: Read source texts</i></p> <p>OR</p> <p><i>Benchmark #9 Write a Narrative Response: Read Closely to Find Details and Events</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 4 <i>Ready Writing: Step 3: Find Text Evidence and Reread source texts</i></p> <p>OR</p> <p><i>Benchmark #11 Write a Narrative Response: Draft a Response</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <hr/> <p>Day 5 <i>Continue Ready Writing: Step 3: Find Text Evidence and Reread source texts</i></p> <p>OR</p> <p><i>Benchmark #14 Write a Narrative Response: Revise and Edit a Response</i></p>	<p>4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p>4.FL.SC.6c Use auxiliary verbs such as can, may, and must to clarify meaning.</p>
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	<p><i>#13 Compare and Contrast Patterns of Events and Themes in Traditional Literature</i></p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Benchmark Advance Unit 6 Week 1 Assessment</p>	<p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p>		
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Week 3: January 20-24, 2025 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 6</p> <p>Confronting Challenges</p> <p>Week 2</p>	<p>Ongoing Read Aloud: <i>Wonder</i></p> <p>Focus standard: 4.RL.IK1.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p> <p><i>Benchmark Comprehension Intervention Lesson 17: Compare and Contrast Themes and Topics from Different Cultures</i></p> <p><i>Benchmark Comprehension Intervention Lesson 18: Compare/Contrast Patterns of Events</i></p> <p>Day 1 #1 "Hercules' Quest" First Reading: Make Connections</p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 "Hercules' Quest" Summarize the Text</p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.</p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 1: Writing an Opinion: Speech</i></p> <p>Day 1 <i>Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #3 Write an Informative/Explanatory Response: Read and Analyze Source Texts</i></p> <p>4.RI.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <p>4.RI.IK1.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <hr/> <p>Day 2 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #6 Write an Informative/Explanatory Response: Read and Analyze a Prompt</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>DOL Affix Focus: micro-</p> <p>#2 <i>Introduce /oo/ and /oo/ (oo, ew, ould, ull)</i></p> <p>4.FL.PWR. 3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multi-syllabic words in</p>	<p>DOL Focus Skill: Proverbs /Idioms</p> <p>#7 <i>"Hercules' Quest" Analyze Language in Context: Choose Punctuation for Effect</i></p> <p>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard</p>

<p>#5 <i>“Hercules’ Quest” Build Vocabulary: Determine the Meaning of Words and Phrases in a Text (Mythological Allusions)</i></p> <p>4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p> <p>4.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <hr/> <p>Day 3 #8 <i>“Hercules’ Quest” Close Reading: Describe Characters in a Myth</i></p> <p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.</p> <hr/> <p>Day 4 #10 <i>“Hercules’ Quest” Close Reading: Infer the Theme of a Myth</i></p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>4.FL.SC.6a Use relative pronouns and relative adverbs.</p> <hr/> <p>Day 3 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #9 Write an Informative/Explanatory Response: Read Closely to Find Text Evidence</i></p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 4 <i>Ready Writing: Step 5: Draft</i></p> <p>OR</p> <p><i>Benchmark #11 Write an Informative/Explanatory Response: Draft a Response</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p>context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>English grammar and usage, including capitalization and punctuation, when writing.</p>
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	<p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.</p> <hr/> <p>Day 5 <i>#12 Close Reading: Compare and Contrast Patterns of Events and Themes</i></p> <p>4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p> <p>Benchmark Advance Unit 6 Week 2 Assessment</p>	<p>Day 5 <i>Continue Ready Writing: Step 5: Draft</i></p> <p>OR</p> <p><i>Benchmark #13 Write an Informative/Explanatory Response: Revise and Edit a Response</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>		
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Week 4: January 27-31, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p> <p>*Give CFA on Friday: G4 CP3 Fiction Practice on paper and in Illuminate.</p>	<p>Ongoing Read Aloud: <i>Wonder</i></p> <p>Focus standard: Focus standard: 4.RL.IK1.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p> <p><i>Extension: Ready Reading Lesson 25-26: Comparing Topics and Themes in a Story and Comparing Patterns of Events in a Story</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p> <p>Benchmark Advance Unit 6 Assessment</p>	<p>Continue Developing Opinion Writing</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 1: Writing an Opinion: Speech</i></p> <p>Day 1 <i>Ready Writing: Steps 6-7 Revise</i></p> <hr/> <p>Day 2 <i>Continue Ready Writing: Steps 6-7 Revise</i></p> <hr/> <p>Day 3 <i>Ready Writing: Step 8: Edit</i></p> <hr/> <p>Day 4 <i>Ready Writing: Prepare to Publish/Interact and Collaborate</i></p> <hr/> <p>Day 5 <i>Ready Writing: Present and Writing Reflection</i></p> <p>*Resources are available in the JCS Writing Resource Book.</p> <p>22-23 CP Writing Supplement “Home Address: ISS; International Space Station”</p> <p>21-22 CP Writing Supplement “Children Should Do Chores” and “Children Shouldn’t Do Chores”</p> <p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>DOL Affix Focus: fore-</p> <p><i>Unit 6, Week 3, Day 1, Mini Lesson #2: Adjective Suffixes -ful, -ous, -ible, -able, -some</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>DOL Focus Skill: Relative Adverbs</p> <p><i>Unit 6, Week 3, Day 2, Mini Lesson #5: Grammar in Context: Use Relative Adverbs (where, when, why)</i></p> <p>4.FL.SC.6a Use relative pronouns and relative adverbs.</p>

		<p>4.W.TTP.1a Introduce a topic or text.</p> <p>4.W.TTP.1b Develop an opinion with reasons that are supported by facts and details.</p> <p>4.W.TTP.1c Create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>4.W.TTP.1d Provide a concluding statement or section related to the opinion presented.</p> <p>4.W.TTP.1e Link opinion and reasons using words and phrases.</p> <p>4.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards.</p>		
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Week 5: February 3-7, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 8</p> <p><i>Earth Changes</i></p> <p>Week 1</p>	<p>Ongoing Read Aloud: <i>Wonder</i></p> <p>Focus standard: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p> <p>Day 1 #1 <i>Introduce Unit 8: Earth Changes</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>#2 <i>"Earthquakes" First Reading: Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 <i>"Earthquakes" Describe the Overall Structure of Events in a Text (Cause/Effect)</i></p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 6: Writing an Opinion: Editorial</i></p> <p>Day 1 <i>Ready Writing: Lesson Introduction and Step 1: Study a Mentor Text</i></p> <p>OR</p> <p><i>Benchmark #3 Write a Research Project: Develop Your Focus</i></p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <hr/> <p>Day 2 <i>Ready Writing: Step 2: Unpack Your Assignment and Review The Research Path</i></p> <p>OR</p> <p><i>Benchmark #6 Write a Research Project: Select Knowledgeable and Credible Print Sources</i></p>	<p>DOL Affix Focus: -or</p> <p>Day 2 #5 <i>Negative Prefixes de-, un-, in-, im-, dis-</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>DOL Focus Skill: Compound Sentences</p> <p>4.FL.SC.6h Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Day 3 #8 <i>"Earthquakes" Grammar in Context: Use Prepositional Phrases to Add Details</i></p> <p>4.FL.SC.6d Form and use prepositional phrases.</p>

	<p>Day 3 #7 “Earthquakes” Interpret Information Presented Visually: Maps, Diagrams, Photos</p> <p>4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <hr/> <p>Day 4 #10 “In Mexico City” First Reading: Apply Strategies</p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 5 #12 “In Mexico City” Review Firsthand Accounts</p> <p>4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p> <p>#13 Cross-Text Analysis: Compare and Contrast a Firsthand and Secondhand Account of the Same Topic</p> <p>4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p> <p>Benchmark Advance Unit 8 Week 1 Assessment</p>	<p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 3 Ready Writing: Read source texts</p> <p>OR</p> <p><i>Benchmark #9 Write a Research Project: Take Notes from Print Sources</i></p> <p>4.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <hr/> <p>Day 4 Ready Writing: Step 3: Find Text Evidence and Reread source texts</p> <p>OR</p> <p><i>Benchmark #11 Write a Research Project: Plan and Organize an Essay</i></p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing.</p> <p>Day 5 Continue Ready Writing: Step 3: Find Text Evidence and Reread source texts</p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>Day 5 #14 Grammar in Context: Use Prepositional Phrases to add Details</p> <p>4.FL.SC.6d Form and use prepositional phrases.</p> <p>4.W.TTP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
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Week 6: February 10-14, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 8</p> <p><i>Earth Changes</i></p> <p>Week 2</p>	<p>Ongoing Read Aloud: <i>Wonder</i></p> <p>Focus standard: 4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <p>Day 1 #1 “Volcanoes” <i>First Reading: Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 “Volcanoes” <i>Summarize the Text</i></p> <p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>#5 “Volcanoes” <i>Build Vocabulary: Determine and Clarify the Meanings of Multiple-Meaning Words</i></p> <p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <hr/> <p>Day 3 #8 “Volcanoes” <i>Close Reading: Describe the Overall Structure of Events in a Text</i></p>	<p><i>Extension: Curriculum Associates Ready Writing Lesson 6: Writing an Opinion: Editorial</i></p> <p>Day 1 <i>Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #3 Write a Research Project: Introduce Your Topic</i></p> <p>4.W.TTP.2a Introduce a topic.</p> <hr/> <p>Day 2 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #6 Write a Research Project: Develop Your Topic with Specific Details</i></p> <p>4.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other</p>	<p>DOL Root Focus: port</p> <p>Day 1 #2 <i>Greek and Latin Roots</i> geo-, archae-, rupt-</p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>DOL Focus Skill: Dialogue</p> <p><i>Extension: Ready Reading Language Handbook Lesson 11: Punctuating Direct Quotations</i></p> <p>Day 3 #7 <i>“Volcanoes” Analyze Grammar in Context: Identify the Parts of a Complete Sentence</i></p> <p>4.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> <hr/> <p>Day 5 #13 <i>Grammar in Context: Recognize and Correct Run-On Sentences and Fragments</i></p>

<p><i>(Cause/Effect)</i></p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <hr/> <p>Day 4 <i>#10 “Volcanoes” Close Reading: Refer to Details and Examples in a Text to Draw Inferences</i></p> <p>4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.</p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <hr/> <p>Day 5 <i>#12 Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</i></p> <p>4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Benchmark Advance Unit 8 Week 2 Assessment</p>	<p>information and examples related to the topic.</p> <hr/> <p>Day 3 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #9 Write a Research Project: Use Linking Words and Phrases to Connect Ideas</i></p> <p>4.W.TTP.2f Link ideas within categories of information using words and phrases.</p> <hr/> <p>Day 4 <i>Ready Writing: Step 5: Draft</i></p> <p>OR</p> <p><i>Benchmark #11 Write a Research Project: Provide a Concluding Statement or Section</i></p> <p>4.W.TTP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <hr/> <p>Day 5 <i>Continue Ready Writing: Step 5: Draft</i></p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>4.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> <p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
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Week 7: February 17-21, 2025 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p> <p>*Give CFA on Friday: G4 CP3 Nonfiction Practice on paper and in Illuminate.</p>	<p>Focus standard: 4.RI.IK1.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><i>Extension: Ready Ready Lessons 23</i></p> <p><i>Explaining an Author's Reasons and Evidence</i></p> <p>Day 1: Intro Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Indep. Practice Day 5: Indep. Practice</p>	<p>Continue Developing Opinion Writing</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 6: Writing an Opinion: Editorial</i></p> <p>Day 1 <i>Ready Writing: Steps 6-7 Revise</i></p> <hr/> <p>Day 2 <i>Continue Ready Writing: Steps 6-7 Revise</i></p> <hr/> <p>Day 3 <i>Ready Writing: Step 8: Edit</i></p> <hr/> <p>Day 4 <i>Ready Writing: Prepare to Publish/Interact and Collaborate</i></p> <hr/> <p>Day 5 <i>Ready Writing: Present and Writing Reflection</i></p> <p>*Resources are available in the JCS Writing Resource Book.</p> <p>22-23 CP Writing Supplement "Home Address: ISS; International Space Station"</p> <p>21-22 CP Writing Supplement "Children Should Do Chores" and "Children Shouldn't Do Chores"</p> <p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>DOL Root Focus: graph</p> <p><i>Unit 8, Week 3</i> <i>Day 1</i> <i>#2 Variant Vowel /ô/ (au, al, aw)</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p>DOL Focus Skill: Synonyms and Antonyms</p> <p>4.FL.VA.7b.iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p><i>Unit 8, Week 3</i> <i>Day 2</i> <i>#5 Grammar in Context: Use a Comma with a Coordinating Conjunction</i></p> <p>4.FL.SC.6h Use a comma before a coordinating conjunction in a compound sentence.</p>

	Benchmark Advance Unit 8 Assess- ment	4.W.TTP.1a Introduce a topic or text. 4.W.TTP.1b Develop an opinion with reasons that are supported by facts and details. 4.W.TTP.1c Create an organizational structure in which related ideas are grouped to support the writer's purpose. 4.W.TTP.1d Provide a concluding statement or section related to the opinion presented. 4.W.TTP.1e Link opinion and reasons using words and phrases. 4.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards.		
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Week 8: February 24-28, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Review Materials</p>	<p>Review Q3 Skills Checkpoint Review</p> <p>Practice Options:</p> <p>We Are Ready Booklets for Previously-Administered Checkpoints</p> <p>Common Formative Assessment Booklets and in Illuminate <i>G4 CP3 Fiction Practice</i> on paper and in Illuminate <i>G4 CP3 Nonfiction Practice</i> on paper and in Illuminate <i>G4 CP3 Editing Practice</i> on paper and in Illuminate</p> <p>Benchmark Advance Unit Assessments</p>	<p>Review Opinion Writing to a Prompt to prepare for Checkpoint Assessment</p> <p>Use any sources. Prompts are available in ELA 4th Grade Coaches' Resources Canvas Course. Anchor papers are available in the Writing Resource Book for Teachers.</p> <p>22-23 CP Writing Supplement "Home Address: ISS; International Space Station"</p> <p>21-22 CP Writing Supplement "Children Should Do Chores" and "Children Shouldn't Do Chores"</p> <p>Use the writing rubric to score. Conference with students about their writing.</p>	<p>DOL Affix Focus: -ly</p> <p>Review Q3 Skills</p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>DOL Focus Skill: Prepositional Phrases</p> <p>4.FL.SC.6d Form and use prepositional phrases.</p> <p>Review Q3 Skills</p>

Week 9: March 3-7, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Review Materials</p>	<p>Review Q3 Skills Checkpoint Review</p> <p>Practice Options:</p> <p>We Are Ready Booklets for Previously-Administered Checkpoints</p> <p>Common Formative Assessment Booklets and in Illuminate <i>G4 CP3 Fiction Practice</i> on paper and in Illuminate <i>G4 CP3 Nonfiction Practice</i> on paper and in Illuminate <i>G4 CP3 Editing Practice</i> on paper and in Illuminate</p> <p>Benchmark Advance Unit Assessments</p>	<p>Review Opinion Writing to a Prompt to prepare for Checkpoint Assessment</p> <p>22-23 CP Writing Supplement “Home Address: ISS; International Space Station”</p> <p>21-22 CP Writing Supplement “Children Should Do Chores” and “Children Shouldn't Do Chores”</p> <p>Use any sources. Prompts are available in ELA 4th Grade Coaches' Resources Canvas Course. Anchor papers are available in the Writing Resource Book for Teachers.</p> <p>Use the writing rubric to score. Conference with students about their writing.</p>	<p>Review Q3 Skills</p> <p>Editing CFA</p>	<p>Review Q3 Skills</p> <p>Editing CFA</p>

Week 10: March 10-14, 2025

Reading

Writing

Phonics and Word Study

Language

Ongoing Novel: *Wonder*

Checkpoint Assessment



**2024-2025 ELA Week-at-a-Glance Document
Grade 4: Quarter 4**

Week 1: March 24-28, 2025				
Primary Resource	Reading	Writing	Phonics and Word Study	Language
Curriculum Associates <i>Ready Reading</i>	Ongoing Read Aloud: <i>Holes</i> Extension: <i>Ready Reading Lesson</i> —Use Checkpoint III data to determine which lesson from <i>Ready Reading</i> is needed. Focus standard: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. <i>Benchmark Comprehension Intervention Lesson 34: Describe a Firsthand Account</i> <i>Benchmark Comprehension Intervention Lesson 35: Describe a Secondhand Account</i>	Narrative Writing Review elements of narrative writing available in the JCS Writing Resource Book. Writing Options: Use Prompts and Anchor Papers from TDOE found in the JCS writing resource teacher book. “Dolphins/Whales” 4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. 4.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters. 4.W.TTP.3b Organize an event sequence that unfolds naturally and logically. 4.W.TTP.3c Use dialogue and description to develop experiences and events or show the responses of characters to situations.	DOL Affix Focus: im- Day 2 #5 Noun <i>Suffixes -dom, -ity, -tion, -ment, -ness</i> 4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and	DOL Focus Skill: Progressive Verbs Extension: Ready Reading Language Handbook Lesson 2: Progressive Verb Tenses 4.FLSC.6b Form and use progressive verb tenses. Day 3 #8 “Seattle: Up and Down—and Up Again!” <i>Grammar in</i>

	<p><i>Benchmark Comprehension Intervention Lesson 36: Compare Two Texts on the Same Topic</i></p> <p>Benchmark Advance Unit 9 Week 1 Assessment</p>	<p>4.W.TTP.3d Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>4.W.TTP.3g Apply language standards addressed in the Foundational Literacy standards.</p>	<p>out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p><i>Context: Use Correct Capitalization</i></p> <p>4.FL.SC.6f Use correct capitalization.</p>
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Week 2: March 31-April 4, 2025 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 9</p> <p>Week 1</p> <p><i>Resources and Their Impact</i></p>	<p>Ongoing Read Aloud: <i>Holes</i></p> <p>Focus standard: 4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <p><i>Benchmark Comprehension Intervention Lesson 30: Describe Chronological Text Structure</i></p> <p><i>Benchmark Comprehension Intervention Lesson 31: Describe Comparison Text Structure</i></p> <p><i>Benchmark Comprehension Intervention Lesson 32: Describe Cause-and-Effect Text Structure</i></p> <p><i>Benchmark Comprehension Intervention Lesson 33: Describe Problem-and-Solution Text Structure</i></p> <p>Day 1 #1 <i>Introduce Unit 9: Resources and Their Impact</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>#2 <i>"Seattle: Up and Down—and Up Again!" First Reading: Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p>	<p>Opinion Writing</p> <p>Review elements of opinion writing available in the JCS Writing Resource Book.</p> <p>Writing Options: Use Prompts and Anchor Papers from TDOE found in the JCS writing resource teacher book.</p> <p>"Midori"</p> <p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>4.W.TTP.1a Introduce a topic or text.</p> <p>4.W.TTP.1b Develop an opinion with reasons that are supported by facts and details.</p>	<p>DOL Affix Focus: -er</p> <p>#2 <i>Latin Roots miss ("send"), agri ("field"), duc/duct ("lead"), man ("hand")</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>DOL Focus Skill: Dialogue</p> <p>4.FL.SC.6g Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>#7 <i>"Natural Resources and Workers" Analyze Grammar in Context: Use Words to Convey Ideas and Emotions Precisely</i></p> <p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are</p>

<p>Day 2 #4 “Seattle: Up and Down—and Up Again!” Describe the Overall Structure of Events in a Text (Cause and Effect)</p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <hr/> <p>Day 3 #7 “Seattle: Up and Down—and Up Again!” Explain How an Author Uses Reasons and Evidence to Support Points in a Text</p> <p>4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <hr/> <p>Day 4. #12 “César: ¡Sí, Se Puede! Yes, We Can!” Refer to the Structural Elements of Poems</p> <p>4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p> <hr/> <p>Day 5 #13 Integrate Information from Two Texts to Speak Knowledgeably on a Topic</p> <p>4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Benchmark Advance Unit 9 Week 2 Assessment</p>	<p>4.W.TTP.1c Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>4.W.TTP.1d Provide a concluding statement or section related to the opinion presented.</p> <p>4.W.TTP.1e Link opinion and reasons using words and phrases.</p> <p>4.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards.</p>	<p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
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Week 3: April 7-11, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 9</p> <p>Week 2</p> <p><i>Resources and Their Impact</i></p>	<p>Ongoing Read Aloud: <i>Holes</i></p> <p>Focus standard: 4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p><i>Benchmark Comprehension Intervention Lesson 37: Interpret and Explain Graphic Information</i></p> <p><i>Benchmark Comprehension Intervention Lesson 38: Interpret Illustrations</i></p> <p><i>Benchmark Comprehension Intervention Lesson 39: Interpret Interactive Information</i></p> <p>Day 1 #1 “Natural Resources and Workers” <i>First Reading: Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 “Natural Resources and Workers” <i>Identify Key Details and Determine the Main Idea</i></p> <p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>#5 “Natural Resources and Workers” <i>Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Words</i></p>	<p>Informative Writing Review elements of informative writing available in the JCS Writing Resource Book.</p> <p>Writing Options: Use Prompts and Anchor Papers from TDOE found in the JCS writing resource teacher book.</p> <p>“Bug-a-licious” (Explain) “Sleep” (Compare/Contrast)</p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>4.W.TTP.2a Introduce a topic.</p> <p>4.W.TTP.2b Group related information in paragraphs and sections.</p> <p>4.W.TTP.2c Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.</p> <p>4.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>DOL Affix Focus: dis-</p> <p><i>Benchmark Unit 9, Week 3, Mini Lesson #2</i> <i>Variant Vowel /â/r/ (air, are, ear)</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p>DOL Focus Skill: Modal Auxiliary Verbs</p> <p>4.FL.SC.6c Use auxiliary verbs such as can, may, and must to clarify meaning.</p>

	<p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <hr/> <p>Day 3 <i>#8 “Natural Resources and Workers” Close Reading: Describe the Overall Structure of Events in a Text (Cause and Effect)</i></p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <hr/> <p>Day 4 <i>#10 “Natural Resources and Workers” Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text</i></p> <p>4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <hr/> <p>Day 5 <i>#12 Cross-Text Analysis: Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</i></p> <p>4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Benchmark Advance Unit 9 Assessment</p>	<p>4.W.TTP.2e Provide a conclusion related to the information or explanation presented.</p> <p>4.W.TTP.2f Link ideas within categories of information using words and phrases.</p> <p>4.W.TTP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.W.TTP.2h Apply language standards addressed in the Foundational Literacy standards.</p>		
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Week 4: April 14-18, 2025

TCAP Testing Week

Week 5: April 21-25, 2025

TCAP Testing Week

Week 6: April 28-May 2, 2025

TCAP Testing Week

Week 7: May 5-9, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 10</p> <p>Week 1</p> <p><i>The Power of Electricity</i></p>	<p>Ongoing Read Aloud: <i>Hidden Figures</i></p> <p>Day 1 #1 <i>Introduce Unit 10: The Power of Electricity</i></p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>#2 <i>"Power Restored in India" First Reading: Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 <i>"Power Restored in India" Explain How an Author Uses Reasons and Evidence to Support Points in a Text</i></p> <p>4.RI.IK1.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <hr/> <p>Day 3 #7 <i>"Power Restored in India" Interpret Information Presented Visually</i></p> <p>4.RI.IK1.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <hr/> <p>Day 4 #10 <i>"Benjamin Franklin: The Dawn of Electrical Technology" First Reading</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <p>Benchmark Advance Unit 10 Week 1 Assessment</p>	<p>Choose any mode (narrative, informative, opinion)</p> <p>Focus on writing an essay with logic to prepare for 5th grade</p>	<p>#5 <i>Adding Endings with Spelling Changes</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p>	<p>Teach cursive writing</p> <p>4.FL.WC.4b Write legibly in manuscript and cursive.</p> <p>#8 <i>"Power Restored in India" Grammar in Context: Use the Progressive Tense: Past, Present, and Future</i></p> <p>4.FL.SC.6b Form and use progressive verb tenses.</p>

Week 8: May 12-16, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 10</p> <p>Week 2</p> <p><i>The Power of Electricity</i></p>	<p>Ongoing Read Aloud: <i>Hidden Figures</i></p> <p>Day 1 #1 “<i>The Power of Electricity</i>” <i>First Reading: Apply Strategies</i></p> <p>4.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2 #4 “<i>The Power of Electricity</i>” <i>Identify Key Details and Determine the Main Idea</i></p> <p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>#5 “<i>The Power of Electricity</i>” <i>Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases</i></p> <p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>4.FL.VA.7ai Use context as a clue to the meaning of a word or phrase.</p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <hr/> <p>Day 3 #8 “<i>The Power of Electricity</i>” <i>Close Reading: Interpret Information Presented Visually</i></p>	<p>Choose any mode (narrative, informative, opinion)</p> <p>Focus on writing an essay with logic to prepare for 5th grade</p>	<p>#2 <i>Words with Final /e/ and /ə n/ Sounds</i></p> <p>4.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.FL.VA.7ai Use context as a clue to the meaning of a word or phrase.</p>	<p>Teach cursive writing</p> <p>4.FL.WC.4b Write legibly in manuscript and cursive.</p> <p>#7 “<i>The Power of Electricity</i>” <i>Grammar in Context: Order Adjectives in Sentences</i></p> <p>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation,</p>

	<p>4.RI.IK1.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <hr/> <p>Day 4 <i>#10 "The Power of Electricity" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text</i></p> <p>4.RI.IK1.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <hr/> <p>Day 5 <i>#12 Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</i></p> <p>4.RI.IK1.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Benchmark Advance Unit 10 Week 2 Assessment</p>			<p>when writing.</p> <p>Review any needed skills or preview 5th grade language skills</p>
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Week 9: May 19-23, 2025

Reading	Writing	Phonics and Word Study	Language
<p>Options: <i>Ready Reading</i>—any skill needed to review or prepare for 5th grade</p> <p>Any novel for novel study</p> <p>Benchmark Advance Unit 1 and/or Unit 5</p> <p>Benchmark Advance Unit 10 Assessment</p>	<p>Choose any mode (narrative, informative, opinion)</p> <p>Focus on writing an essay with logic to prepare for 5th grade</p>	<p><i>Unit 10, Week 3, Mini Lesson 5: Language in Context: Choose Language to Convey Ideas Precisely</i></p> <p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Teach cursive writing</p> <p>4.FL.WC.4b Write legibly in manuscript and cursive.</p> <p>Review any needed skills or preview 5th grade language skills</p>

TN ELA Standards Guide Grade 4

Foundational Literacy Standards

The Foundational Literacy standards are designed to equip students with a working knowledge of print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. These provide a foundation for and integrate with the Language standards to prepare students to engage with and produce texts of increased complexity and sophistication.

For standards FL 6 and 7, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

Standard 4.FL.PWR.3		
4.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. 		
Category: Phonics and Word Recognition		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Use grade-appropriate strategies to decode words in and out of context. <p>When decoding words at this grade level, students focus on the following:</p> <ul style="list-style-type: none"> • Recognizing and using the six syllable types to decode multisyllabic words • Recognizing and knowing the meaning of the most common prefixes and suffixes • Reading words with common Latin suffixes • Reading words with more than one syllable • Reading grade-appropriate words that do not follow normal spelling patterns 	<p>phonics - method of teaching the code-based portion of reading and spelling that stresses symbol-sound relationships; especially important in beginning reading instruction</p> <p>word analysis skills - a detailed examination of the components of a word to understand its meaning and/or nature as a whole</p> <p>decoding - the process of translating printed words into speech</p> <p>connected text - text that features multiple related sentences (as distinguished from isolated and disconnected words, phrases, or sentences)</p>	<p><i>In reading tasks:</i> Students may look for root words in longer words while reading a text and discuss how knowing the root can help them understand the word's meaning.</p> <p><i>In speaking/listening tasks:</i> Students may actively participate in discussions about the meaning changes that occur when prefixes and suffixes are added to words.</p> <p><i>In writing tasks:</i> In response to a writing prompt, students may be tasked with drawing from a list of root words to use when responding to a writing prompt. In their response, students may add prefixes and or suffixes to the roots and use the new words properly.</p>

<p>This Foundational Literacy standard is unique in that it can be taught both in isolation from text as well as in connected text.</p>	<p>syllabication - forming or dividing words into syllables</p> <p>morphology - the study of the structure and forms of words</p> <p>root - the unit that provides the core meaning to a word and to which affixes may be attached; e.g., to the root word <i>read</i> can be added the prefix <i>-un</i> and/or the suffix <i>-able</i></p> <p>affix - a word element (usually a prefix or suffix) that can be added to a root word to change its meaning; e.g., to the root word <i>respect</i> may be added the prefix <i>-dis</i> and/or the suffix <i>-ful</i>. Both the prefix and suffix are affixes added to the root.</p> <p>*prefix - a word part added to the beginning of a root word to change the meaning; see affix definition above for example</p> <p>*suffix - a word part added to the end of a root word to change the meaning; see affix definition above for example</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for FL 3

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Vertical Alignment

Grade Span	Standard
5	<p>5.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p>
4	<p>4.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p>
3	<p>3.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes, such as <i>-ly</i>, <i>-less</i>, and <i>-ful</i>.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>

Standard 4.FL.WC.4

4.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- a. Spell grade-appropriate words correctly, consulting references as needed.
- b. Write legibly in manuscript and cursive.

Category: Word Composition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Apply grade-level phonics and word analysis skills when encoding words. • Spell grade-appropriate words correctly. • Write legibly in manuscript and cursive. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Spell grade-appropriate words correctly, consulting references as needed. • Write legibly in <i>cursive</i>. <p>In Grade 3, students were expected to spell one-, two-, and three-syllable words, and regular and irregular high-frequency words. This expectation continues into fourth grade and beyond, but now includes grade-appropriate words that have four or more syllables and regular and irregular low-frequency words. Students may continue to consult references as needed.</p>	<p>manuscript - printed handwriting, as opposed to cursive</p> <p>*high-frequency words - common words that appear often in texts</p> <p>*low-frequency words - words that are more rare for a student to encounter at a given grade level</p> <p>*regular words - words that can be decoded using knowledge of phonics patterns</p> <p>*irregular words - words that do not follow common spelling patterns</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> As students read a text, they may be prompted to identify and describe the text elements. The teacher may ask students to write the text elements in cursive and then write the description of the elements in manuscript.</p> <p><i>In speaking/listening tasks:</i> Students may listen to the teacher read aloud sentences or paragraphs that include specific phonics patterns. Students may write down what they hear using legible cursive handwriting.</p> <p><i>In writing tasks:</i> Students may use cursive handwriting to write poems using assigned word families.</p>

Cornerstone Standard for FL 4

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Vertical Alignment

Grade Span	Standard
5	5.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ol style="list-style-type: none"> a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
4	4.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ol style="list-style-type: none"> a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
3	3.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ol style="list-style-type: none"> a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters.

Standard 4.FL.F.5

4.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Category: Fluency

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Read and understand grade-level text with a specific purpose in mind (e.g., to learn new information, for entertainment, etc.). • Read literary and informational texts with accuracy, maintain a suitable rate, and use voice to show changes and feelings on successive readings. • Reread and use context to confirm or self-correct understanding of a word. 	<p>fluency - the ability to read a text accurately, quickly, and with expression</p> <p>prose - written or spoken language that follows standard grammatical rules and that does not follow a meter or rhyme scheme</p> <p>poetry - language written in verse that follows a particular meter or rhyme scheme</p> <p>accuracy (in fluency) - the ability to correctly decode a word on sight</p> <p>rate (in fluency) - words read accurately at a pace that reflects conversational speech; measured in words per minute</p> <p>expression (aka prosody) - reading aloud with feeling; this involves timing, phrasing, emphasis, and intonation (how the voice rises and falls in speech)</p> <p>word recognition - the ability of a reader to quickly and correctly recognize written words</p> <p>self-correct - when a reading error is corrected without prompting or support</p>	<p>In reading tasks: Students may read a short passage or book excerpt multiple times. Each time they should practice reading more fluently and accurately.</p> <p>In speaking/listening tasks: Students may read character parts from stories that have been turned into short scripts. Students practice reading their lines with expression.</p> <p>In writing tasks: Students may explore writing different types of poetry pieces and practice reading them aloud with expression.</p>

Cornerstone Standard for FL 5

Read with sufficient accuracy and fluency to support comprehension.

Vertical Alignment

Grade Span	Standard
5	<p>5.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
4	<p>4.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
3	<p>3.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Standard 4.FL.SC.6

- 4.FL.SC.6** - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- Use relative pronouns and relative adverbs.
 - Form and use progressive verb tenses.
 - Use auxiliary verbs, such as can, may, and must, to clarify meaning.
 - Form and use prepositional phrases.
 - Produce complete sentences; recognize and correct inappropriate fragments and run-ons.
 - Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Write several cohesive paragraphs on a topic.

Category: Sentence Composition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • <i>Explain the function of</i> standard English grammar and usage conventions. • When writing or speaking, <i>use</i> standard English grammar and usage conventions effectively. • <i>Explain the function of</i> standard English capitalization, punctuation, and spelling conventions. • When writing, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively. <p>There are multiple parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Use <i>relative</i> pronouns and <i>relative</i> adverbs. • Form and use <i>progressive</i> verb tenses. • Use <i>auxiliary</i> verbs to clarify meaning. • Form and use <i>prepositional</i> phrases. • Recognize and correct inappropriate fragments and run-ons. 	<p>relative pronouns - introduce relative clauses (information about the noun); most commonly <i>who, whom, whose, which, and that</i></p> <p>relative adverbs - a common alternative to the more formal <i>preposition + which</i> structure introducing a relative clause; most commonly <i>when, where, and why</i></p> <p>progressive verb tenses - used to indicate an ongoing action in the past, present, or future; formed by using the verb <i>to be</i> as an auxiliary (or helping) verb and adding the present participle (<i>-ing</i>) of the verb</p> <p>auxiliary verbs (helping verbs) - a verb that adds meaning to the main verb in a clause by indicating tense, mood, voice, or aspect (e.g., "I <i>have been</i> studying for an hour.")</p> <p>coordinating conjunction - a conjunction that connects two independent clauses</p>	<p><i>In reading tasks:</i> While reading a text, students may note how an author uses fragments and run-ons and makes suggested edits.</p> <p><i>In speaking/listening tasks:</i> As one student reads a report they have written to another student, the listening student may note any grammar and usage errors.</p> <p><i>In writing tasks:</i> Students may pair up to review and edit each other's writing for grammar and punctuation errors.</p>

<ul style="list-style-type: none"> • Use commas and quotation marks to mark direct speech and quotations. • Use a comma before a coordinating conjunction in a compound sentence. • Write <i>several</i> cohesive paragraphs on a topic. <p>In Grades K-5, standard FL.SC.6 serves as the precursor to standards L.CSE.1 and L.CSE.2 in Grades 6-12.</p>	<p>compound sentence - a sentence that contains at least two independent clauses</p>	
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Cornerstone Standard for FL 6	
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	
Vertical Alignment	
Grade Span	Standard
5	<p>5.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. Form and use the perfect verb tense. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions. Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address. Use underlining, quotation marks, or italics to indicate titles of works. Write multiple cohesive paragraphs on a topic.

<p style="text-align: center;">4</p>	<p>4.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs, such as can, may, and must, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.
<p style="text-align: center;">3</p>	<p>3.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure.

Standard 4.FL.VA.7a

4.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- i. Use context as a clue to the meaning of a word or phrase.
- ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students determine the denotative meaning of unknown and multiple-meaning words and phrases by using the following strategies:</p> <ul style="list-style-type: none"> • Using context clues • Analyzing meaningful word parts • Consulting reference materials <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Use context clues that go beyond the sentence level (when applicable) to assist in determining the meaning of a word or phrase. <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on the non-literal and nuanced meanings of words/phrases in text. • The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c). 	<p>affix - a morpheme attached to the beginning (prefix) or ending (suffix) of a root word and alters its meaning</p> <p>*denotative meaning - the precise, literal meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read portions of a text containing previously marked unfamiliar words. Students may use the context of the sentence to estimate the meaning of the unknown word.</p> <p><i>In speaking/listening tasks:</i> Students may work in small groups to create a presentation or poster that illustrates and explains the various meanings of assigned vocabulary words and the strategies used to determine their meaning. Students then present their work to the class.</p> <p><i>In writing tasks:</i> Students may keep a vocabulary journal where they record new words, their meanings, and example sentences in their reading. Students may be encouraged to use these words in their writing assignments.</p>

<ul style="list-style-type: none">• Standard RL/RI 4 focuses on determining the denotative, connotative, and/or figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>.• The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text's meaning and tone, a primary emphasis in Grades 6-12. <p>In Grades K-5, standard FL.VA.7a serves as the precursor to standard L.VAU.4 in Grades 6-12.</p>		
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Cornerstone Standard for FL 7

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Vertical Alignment

Grade Span	Standard
5	<p>5.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	<p>4.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	<p>3.FL.VA.7a - 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.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Standard 4.FL.VA.7b

4.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- i. Explain the meaning of simple similes and metaphors in context.
- ii. Recognize and explain the meaning of common idioms and proverbs.
- iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the L.VAU.5 Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Determine the figurative meanings of words and phrases. • Distinguish shades of meaning among related words. • Use the relationship between particular words to better understand each word. <p>The sub-numbers (i-iii) all represent parts of this standard that appear for the first time at this grade level.</p> <p>Examples for each sub-number (i-iii) are as follows:</p> <ul style="list-style-type: none"> i. Explain the meaning of <i>as tough as nails</i> in a text. ii. Explain the meaning of being <i>on cloud nine</i>. iii. Identify the opposite (antonym) of the word <i>rough</i>. <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. 	<p>figurative language - language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p>word relationship - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym)</p> <p>simile - comparison of two unlike things using a word of comparison (most often <i>like</i> or <i>as</i>)</p> <p>metaphor - a figure of speech that makes a comparison between two things that are essentially different but have something in common</p> <p>*idiom - a phrase or expression (often regional and/or cultural) that means something other than the literal meaning of the words used (e.g., "It's raining cats and dogs.")</p> <p>proverb - a short, often old, well-known saying that expresses a truth (e.g., Actions speak louder than words.)</p>	<p>In reading tasks: Students may read a poem and discuss in pairs what specific similes and metaphors mean within the context of the poem.</p> <p>In speaking/listening tasks: Students may continue to work in pairs and expand their knowledge of the similes and metaphors by relating each word/phrase to words/phrases with similar meanings or opposite meanings.</p> <p>In writing tasks: Students may read portions of stories containing common idioms and proverbs and determine their meaning within the context of the story. Students may maintain a log of these words/phrases and be tasked with integrating them in a written narrative.</p>

<ul style="list-style-type: none"> • The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c). • Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. • The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text’s meaning and tone, a primary emphasis in Grades 6-12. <p>In Grades K-5, standard FL.VA.7b serves as the precursor to standard L.VAU.5 in Grades 6-12.</p>	<p>**connotative meaning - the idea or feeling associated with a word, in addition to its literal or primary meaning</p> <p>*Note - Idioms are often particularly difficult for non-native English speakers to understand as idioms often derive from and/or are unique to a specific region/culture.</p> <p>**This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for FL 7 and L 5	
<p>FL 7 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p>L 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
Vertical Alignment	
Grade Span	Standard
5	<p>5.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to better understand each of the words.
4	<p>4.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
3	<p>3.FL.VA.7b - Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Standard 4.FL.VA.7c

4.FL.VA.7c - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the L.VAU.6 Cornerstone) is the end goal of the language standards:</p> <ul style="list-style-type: none"> Students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Acquire and accurately use grade-appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases <i>that signal precise actions, emotions, or states of being</i> (e.g., <i>quizzed, whined, stammered</i>), and <i>that are basic to a particular topic</i> (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). <p>At this grade level, when speaking or writing, students begin making an important shift away from using <i>conversational</i> language and toward using <i>academic</i> and <i>domain-specific</i> language.</p> <p>In Grades K-5, standard FL.VA.7c serves as the precursor to standard L.VAU.6 in Grades 6-12.</p>	<p>general academic - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary</p> <p>domain-specific - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p>phrase - a natural group of words that work together to fill a slot within a sentence frame</p>	<p><i>In reading tasks:</i> As students read various texts over a unit, they may record in their notebooks important Tier 2 and Tier 3 words/phrases that are basic to a particular topic.</p> <p><i>In speaking/listening tasks:</i> Students may be tasked with using these words/phrases in whole or small group discussions.</p> <p><i>In writing tasks:</i> Students may work in pairs to revise an informative or argumentative text and replace more basic terms with more specific or appropriate terms for actions, emotions, or states of being.</p>

Cornerstone Standard for FL 7 and L 6

FL 7 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vertical Alignment

Grade Span	Standard
5	5.FL.VA.7c - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
4	4.FL.VA.7c - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
3	3.FL.VA.7c - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and time relationships.

TN ELA Standards Guide Grade 4

Reading Literature Standards

Standard 4.RL.KID.1

4.RL.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What happens in this story, poem, etc.? • What are the elements of this text and what inferences can you draw from them? • Which specific details demonstrate your understanding of the text? <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> • When asking and answering questions about a text, students identify and describe its elements. This represents their understanding of the text. • When students speak or write their understanding of a text, they explicitly refer to details in it to demonstrate that understanding. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Drawing inferences from the text. <p>This standard is the foundation of the reading standards in that it involves basic comprehension of the text.</p>	<p>details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>explicitly - clearly and directly</p> <p>inferences - conclusions reached based on evidence (textual details) and reasoning</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a literary text and highlight and annotate sections to track text elements. Highlights and annotations will serve as tools for further discussion.</p> <p><i>In speaking/listening tasks:</i> Through collaborative groups or class discussion, students may use their highlights, annotations, and textual evidence to draw inferences using story elements.</p> <p><i>In writing tasks:</i> Students may use notes from the class discussion to write an informational essay that explains what the text says and highlights important inferences drawn from the text.</p>

<p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should explicitly refer to the text as a basis for their understanding of it.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the story by describing its essential elements - characters, events, places, etc. - and making inferences about them. • In R 2, students synthesize these elements to summarize the text and to determine a theme or central message. • In R 3, students describe text elements in depth, including how their interactions affect the story. 		
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Cornerstone Standard for RL 1	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Vertical Alignment	
Grade Span	Standard
5	5.RL.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RL.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
3	3.RL.KID.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

Standard 4.RL.KID.2

4.RL.KID.2 - Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What themes emerge from the text? What is a central idea of the text? • How does the theme/central idea develop over the course of the text? • What details contribute most to the theme or central idea's development? • What information is important to include in a summary? <p>The semicolon indicates two components of the standard:</p> <ul style="list-style-type: none"> • Students identify a theme and/or central message, lesson, or moral, along with the key details that convey it. • When students summarize the story, they include its essential elements. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Determining a <i>theme</i> of the story <p>Conveying the central message of a text is not equivalent to recounting the text's contents. The central message is a prominent idea conveyed by the whole of the text whereas a recounting must include <i>all</i> the essential text elements.</p>	<p>theme - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as "Courage is an honorable virtue, but it can lead to negative circumstances."</p> <p>*central message/lesson - the prominent concept within a given text to which all text elements directly or indirectly relate. When expressed by students, central messages should be in the form of a complete thought. (Example from <i>Charlotte's Web</i> - The character relationships in this book demonstrate that friendship is an essential part of healthy living and a reason for hope.)</p> <p>drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p>poem - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p>details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p>	<p>In reading tasks: As students read a novel or short story, they may not only identify the text's elements but begin making connections among those elements in order to identify a theme.</p> <p>In speaking/listening tasks: Students may discuss the text elements in pairs or small groups to build on their ideas of potential themes from the story.</p> <p>In writing tasks: Students may use their text element charts and notes from the discussions to write an essay explaining how one theme emerges throughout the text.</p>

<p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> In R 1, students are demonstrating basic comprehension of the story by describing its essential elements – characters, events, places, etc. – and making inferences about them. In R 2, students synthesize these elements to summarize the text and to determine a theme or central message. In R 3, students describe text elements in depth, including how their interactions affect the story. <p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p>	<p>summarize/summary - a technique by which students demonstrate comprehension of a text by reconveying its essential elements in chronological order; uses minimal subjective language</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for RL 2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Vertical Alignment	
Grade Span	Standard
5	5.RL.KID.2 - Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
4	4.RL.KID.2 - Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
3	3.RL.KID.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Standard 4.RL.KID.3

4.RL.KID.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the elements of the text interact with each other over the course of the text? • How do these interactions develop the elements of the text? • How do these interactions and developments impact meaning? <p>In third grade, this standard guides students to describe how characters’ actions add to the plot of the story. In fourth grade, students should be providing much more in-depth descriptions of essential text elements and explaining how interactions among those elements impact the story.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the story by describing its essential elements – characters, events, places, etc. – and making inferences about them. • In R 2, students synthesize these elements to summarize the text and to determine a theme or central message. • In R 3, students describe text elements in depth, including how their interactions affect the story. 	<p>characters - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character.</p> <p>setting - time and place of the action in a story</p> <p>drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p>details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read a drama and complete a chart that logs the characteristics of major characters and keeps track of how character’s actions affect the plot.</p> <p>In speaking/listening tasks: Students may act out the scenes from an excerpt from a play they have read, thinking carefully about how the characters react to each other in each scene and demonstrate their understanding through intonation, gestures, facial expressions, and more. Students may follow their acting with an explanation of how the actions of the characters affected the plot.</p> <p>In writing tasks: Students may write an essay about the drama that describes each character in depth, including how characters’ actions affect the plot. Students would use the textual evidence from the charts the students created.</p>

<p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>		
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Cornerstone Standard for RL 3	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Vertical Alignment	
Grade Span	Standard
5	5.RL.KID.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.
4	4.RL.KID.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.
3	3.RL.KID.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.

Standard 4.RL.CS.4

4.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage’s meaning and tone? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Determining the meaning of allusions in a text <p>At this grade level, students begin learning basic literary and historical allusions to enhance comprehension. For example, students may encounter references such as “Herculean” or “Achilles heel” and should consider how the author is using them to create meaning in the text.</p> <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text. 	<p>allusion - an indirect textual reference to a person, place, thing, or event that exists outside the literary text</p> <p>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase “(words/phrases) that refer to significant characters and situations found in literature and history.”</p>	<p><i>In reading tasks:</i> Students may read a text containing important literary and historical allusions. After the teacher provides a brief background on these terms, students may complete a chart that identifies their meaning within the text.</p> <p><i>In speaking/listening tasks:</i> Students may work in small groups to discuss how the meaning of the text would change if these allusions were removed or replaced.</p> <p><i>In writing tasks:</i> Students may use their discussion notes to write a couple of paragraphs that explain how the author uses allusions to create meaning in the text.</p>

<ul style="list-style-type: none"> Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in FL 7c). Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12. 		
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Cornerstone Standard for RL 4	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Vertical Alignment	
Grade Span	Standard
5	5.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
4	4.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.
3	3.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (<i>e.g., feeling blue versus the color blue</i>).

Standard 4.RL.CS.5

4.RL.CS.5 - Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text or plot structure? • How does the structure impact the meaning of the text? <p>All parts of this standard appear for the first time at this grade level.</p> <p>There are two key components to the grade-level standard:</p> <ul style="list-style-type: none"> • Describe the major differences between poems, drama, and stories (e.g., poems are comprised of verse while stories have prose; dramas have scenes/acts while stories have chapters/sections, etc.). • When speaking or writing, refer to the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and stories (e.g., paragraphs, chapters, parts/sections). <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on</p>	<p>poem - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p>drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p>text structure - the sequencing or ordering of the text elements</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read a poem and begin completing a graphic organizer that identifies the structural elements (lines, stanzas, verse, rhythm, meter, etc.). Students may continue to complete this chart for dramas and stories and discuss the differences among them.</p> <p>In speaking/listening tasks: As students participate in small groups or class discussions, they may explicitly refer to the structural elements of each type of text.</p> <p>In writing tasks: In a written essay on a story, students may refer to the structural elements when referencing specific parts of the story.</p>

the significance of the sequencing/ordering or placement of text elements.		
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Cornerstone Standard for RL 5	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Vertical Alignment	
Grade Span	Standard
5	5.RL.CS.5 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.
4	4.RL.CS.5 - Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.
3	3.RL.CS.5 - Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

Standard 4.RL.CS.6

4.RL.CS.6 - Compare and contrast the point of view from which different stories are narrated.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> From what point of view is the story told? How does this affect the content, style, and meaning of the text? What is the speaker’s, narrator’s and/or character’s perspective? How do the content and style of the text convey this perspective? How does this perspective impact the meaning of the text? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, it is critically important that students can describe the similarities and differences among different types of points of view as represented within literary texts (e.g., a third-person narrator is not a character within the story but rather someone outside of the story while a first-person narrator is a character from within the story). Students should identify details within each text that indicate the similarities and differences in point of view.</p>	<p>point of view - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey <i>perspective</i>, a person’s attitude toward or outlook on something as determined by their vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view).</p> <p>narrator - the person or voice conveying a narrative. Some narratives may have multiple narrators.</p> <p>*details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a short story or novel excerpt, determining the point of view from which the story is being told and then highlight portions that best reveal that point of view. In the margins, they might note what those moments (dialogue, thoughts, actions) reveal about the narrator’s point of view and how different characters’ points of view are revealed.</p> <p><i>In speaking/listening tasks:</i> Students may be prompted to discuss in small groups how changing the point of view could change the story, considering what more the reader could know if the story were conveyed through a different point of view.</p> <p><i>In writing tasks:</i> Students may be prompted to write a couple of paragraphs analyzing how an author portrays differing points of view from two or more characters in the text.</p>

Cornerstone Standard for RL 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
5	5.RL.CS.6 - Describe how a narrator's or speaker's point of view influences how events are described.
4	4.RL.CS.6 - Compare and contrast the point of view from which different stories are narrated.
3	3.RL.CS.6 - Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.

Standard 4.RL.IK1.7

4.RL.IK1.7 - Make connections between the print version of a story or drama and a visual or oral presentation of the same text.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the topic or theme? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, students compare how a story is conveyed in written form with how it is conveyed in visual or oral form. Specifically, students should attend to how much the visual or oral form attends to, detracts from, or expands upon specific descriptions from the written form of the story (or the stage directions in the written form of a play).</p>	<p>drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p>*format/medium - the way in which the story, drama, or poem is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> After reading an act or scene in a play, students may watch one or more film versions of the same act or scene and complete a graphic organizer that identifies what the film omitted from or added to the text version.</p> <p><i>In speaking/listening tasks:</i> Students may participate in a class discussion wherein they share the differences they noted on the graphic organizer. Students may adjust their notes after hearing other students' perspectives.</p> <p><i>In writing tasks:</i> Students may write an opinion piece regarding whether the film version of the story made the story more interesting or engaging.</p>

Cornerstone Standard for RL 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vertical Alignment

Grade Span	Standard
5	5.RL.IKI.7 - Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.
4	4.RL.IKI.7 - Make connections between the print version of a story or drama and a visual or oral presentation of the same text.
3	3.RL.IKI.7 - Explain how illustrations in a text contribute to what is conveyed by the words.

****Reading Standard 8 is not applicable to literature****

Standard 4.RL.IKI.9

4.RL.IKI.9 - Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the theme or topic is presented in each text? • How does each author’s approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic? <p>The Cornerstone of RL 9 involves students analyzing multiple texts that have similar themes/topics for two reasons:</p> <ul style="list-style-type: none"> • To build knowledge about those themes/topics • To compare the approaches an author takes to presenting those themes/topics <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Comparing and contrasting text elements in stories <i>from different cultures</i>. <p>There is an important shift in this standard beginning at this grade level. In Grades K-3, students are primarily identifying similarities and differences in text elements in stories that have similar themes/topics. In Grades 4-5, students continue that practice but must also consider how each story’s <i>approach to or treatment of</i> the theme or topic provides a unique perspective or insight into that theme or topic.</p>	<p>treatment of - in the context of this standard, this refers to how the author uniquely presents themes, topics, and patterns of events to emphasize certain aspects of those elements and/or convey a certain perspective.</p> <p>theme - an abstract idea or universal truth that emerges from a literary text’s treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as “Courage is an honorable virtue, but it can lead to negative circumstances.”</p> <p>*plot - the sequence of events in a story</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*setting - time and place of the action in a story</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> As students read stories from different cultures that address similar themes, they may annotate each text to identify each story’s text elements. Students may complete a graphic organizer that identifies similarities and differences between each story’s text elements.</p> <p><i>In speaking/listening tasks:</i> Students may use their graphic organizers to engage in a small group discussion wherein they come to a consensus on their identification of similarities and differences. Students may then be tasked with describing how each story approaches or portrays the theme or topic they both share.</p> <p><i>In writing tasks:</i> Students may use their group discussion to write a brief essay that describes how each story approaches or portrays the theme or topic.</p>

Cornerstone Standard for RL 9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Vertical Alignment

Grade Span	Standard
5	5.RL.IKI.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.
4	4.RL.IKI.9 - Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.
3	3.RL.IKI.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Standard 4.RL.RRTC.10

4.RL.RRTC.10 - Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to proficiently read a variety of literary texts throughout the Grades 4-5 text complexity band, with scaffolding at the high end as needed.</p>	<p>poem - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p> <p>scaffolding - the use of instructional techniques to support student learning and gradually move students toward greater independence in reading</p>	<p>Standard is addressed when reading, speaking and listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RL 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
5	5.RL.RRTC.10 - Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
4	4.RL.RRTC.10 - Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
3	3.RL.RRTC.10 - Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

TN ELA Standards Guide Grade 4

Reading Informational Standards

Standard 4.RI.KID.1

4.RI.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What information is being shared in this text? • What are the elements of this text and what inferences can be drawn from them? • Which specific details demonstrate your understanding of those elements? <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> • Students identify and describe a text’s elements and draw inferences from those elements. This represents their understanding of the text. • When students speak or write their understanding of a text, they explicitly refer to details in it that support their understanding. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Drawing inferences from the text 	<p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>explicitly - clearly and directly</p> <p>inferences - conclusions reached based on evidence (textual details) and reasoning</p> <p>*text elements - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a historical article and underline words and phrases that represent the essential components of the text. Students may use these words/phrases when explaining what the text says.</p> <p><i>In speaking/listening tasks:</i> The teacher may lead a whole group discussion asking students to provide inferences they made while reading. Students could be asked to highlight text that provides evidence for their inferences.</p> <p><i>In writing tasks:</i> Students may be asked to write a brief essay that explains what the text says and states inferences they made while reading, while providing textual evidence to support their understanding.</p>

This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing sufficient textual evidence to support conclusions.

This standard is the foundation of the reading standards in that it represents basic comprehension of the text.

There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:

- In R 1, students are demonstrating basic comprehension of the text by describing its essential elements – topics, individuals, events, ideas, etc. – and making inferences about them.
- In R 2, students synthesize these elements to recount the story and to determine its central message, lesson, or moral.
- In R 3, students describe how text elements interact and how this affects the story.

Cornerstone Standard for RI 1

Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Vertical Alignment

Grade Span	Standard
5	5.RI.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RI.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
3	3.RI.KID.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

Standard 4.RI.KID.2

4.RI.KID.2 - Determine the main idea of a text and explain how it is supported by key details; summarize a text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? • How does this idea develop over the course of the text? • What details contribute most to its development? • What information is important to include in a summary? <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> • Students identify the main idea along with the key details that support it. • When students summarize the text, they include its essential elements. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Summarizing a text</i> <p>Conveying the main idea of a text is not equivalent to summarizing the text's contents. The main idea is a prominent message conveyed by the whole of the text whereas a summary must include <i>all</i> the essential text elements.</p>	<p>main idea (central idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>summarize/summary - a technique by which students express understanding of a text's overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p>*text elements - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read an informational text and use a web graphic organizer to record the main idea and the key details that support it.</p> <p><i>In speaking/listening tasks:</i> In small groups, students may share their findings about the main idea of a text. Peers could discuss the key details essential in supporting the main idea. If necessary, students may modify their graphic organizers during the discussion.</p> <p><i>In writing tasks:</i> Students may use details from their graphic organizer to write a summary of the informational text.</p>

<p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text’s details by identifying and describing its essential elements: topics, individuals, events, ideas, etc. • In R 2, students synthesize these elements to summarize the text and to determine its main idea. • In R 3, students describe how text elements relate and how this helps convey the main idea. 		
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Cornerstone Standard for RI 2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Vertical Alignment	
Grade Span	Standard
5	5.RI.KID.2 - Determine the central idea of a text and explain how it is supported by key details; summarize the text.
4	4.RI.KID.2 - Determine the main idea of a text and explain how it is supported by key details; summarize a text.
3	3.RI.KID.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

Standard 4.RI.KID.3

4.RI.KID.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the text elements develop and interact with each other? • How do these interactions or relationships impact meaning and serve the author's purpose? <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text's details by identifying and describing its essential elements: topics, individuals, events, ideas, etc. • In R 2, students synthesize these elements to summarize the text and to determine its main idea. • In R 3, students describe how text elements relate and how this helps convey the main idea. <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text relate to each other and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>	<p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a biographical text detailing the accomplishments of a notable scientist use a graphic organizer to record significant milestones in the scientist's life and to note what events led to those milestones.</p> <p><i>In speaking/listening tasks:</i> Students may work with a partner to discuss what they recorded in their graphic organizer and compare notes regarding which events led to the milestones in the scientist's life.</p> <p><i>In writing tasks:</i> Students may write a paragraph explaining how certain events led to the scientist becoming an important historical figure.</p>

Cornerstone Standard for RI 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Vertical Alignment

Grade Span	Standard
5	5.RI.KID.3 - Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
4	4.RI.KID.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
3	3.RI.KID.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Standard 4.RI.CS.4

4.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage's meaning and tone? <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Determining the meaning of words and phrases <i>as they are used in a text</i> • Determining the <i>figurative, connotative, and technical</i> meanings of words/phrases as they are used in a text <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. 	<p>*denotative meaning - literal or explicit meaning as distinct from implied or associated meanings</p> <p>figurative meaning - words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images</p> <p>connotative meaning - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p>technical meaning - relating to a particular subject, art, or science, or its techniques</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read an opinion letter, circling any unfamiliar words. The teacher may also ask students to use a word bank to underline certain words in the text. The word bank would include words that carry figurative and connotative meanings. Students may use context clues to estimate the meanings of these words as used in the text.</p> <p>In speaking/listening tasks: Students may work with a partner and compare annotations on the figurative words/phrases they identified in the text. Students may adjust their notes to reflect what they learned in the discussion.</p> <p>In writing tasks: Students may keep a log of words and phrases they learn and intentionally use those words and phrases in writing assignments.</p>

<ul style="list-style-type: none"> • The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in FL 7c). • Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. • The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12. 		
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Cornerstone Standard for RI 4	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Vertical Alignment	
Grade Span	Standard
5	5.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
4	4.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
3	3.RI.CS.4 - Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

Standard 4.RI.CS.5

4.RI.CS.5 - Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text structure? • How does the structure develop ideas and serve the author's purpose? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Describe the overall text structure. <p>At this grade level, students should be identifying common informational text structures in whole texts and parts of a text. See text structure definition in glossary for common examples.</p> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text relate to each other and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>	<p>(text) structure - the way in which text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, and chronological, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read an informational text and be prompted to look for text features and signal words that indicate the overall structure of the text.</p> <p><i>In speaking/listening tasks:</i> Student pairs may share their ideas about how the text is structured and compare notes for which text features and signal words support their conclusions.</p> <p><i>In writing tasks:</i> Students may be tasked with writing an informational essay that uses the same structure as the text they read in class. Students may integrate similar text features and signal words in their essay.</p>

Cornerstone Standard for RI 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Vertical Alignment

Grade Span	Standard
5	5.RI.CS.5 - Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
4	4.RI.CS.5 - Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
3	3.RI.CS.5 - Use text features to locate information relevant to a given topic efficiently.

Standard 4.RI.CS.6

4.RI.CS.6 - Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> From what point of view is the text written? How does this affect the content, style, and meaning of the text? What is the author’s purpose in the text? How does the content and style of the text convey this purpose? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, there are two key elements to this standard:</p> <ul style="list-style-type: none"> Compare and contrast two accounts (e.g., firsthand and secondhand) of the same event or topic. Identify details in each account that indicate the differences in areas of focus or how information is conveyed. 	<p>*point of view - in informational text, point of view is synonymous with <i>perspective</i>, the author’s attitude toward or outlook on the ideas, persons, or events in the text</p> <p>*purpose - the reason (explicit or implicit) for writing a text</p> <p>*firsthand account - written by a person who was at an event and witnessed or experienced it directly; author may include their opinions, thoughts, and feelings about the event</p> <p>*secondhand account - written by a person who did not witness or experience the event but is able to share facts and information about it gleaned through research</p> <p>*details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read about an event in history documented in both a primary and secondary source. Students may use a graphic organizer to compare and contrast elements of the two texts.</p> <p><i>In speaking/listening tasks:</i> Students may discuss in small groups how the two texts are similar and different and what might account for any differences in the author’s point of view and purpose.</p> <p><i>In writing tasks:</i> Students may write an essay explaining the different purposes of each text and the techniques the authors used to achieve their purpose.</p>

Cornerstone Standard for RI 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
5	5.RI.CS.6 - Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
4	4.RI.CS.6 - Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
3	3.RI.CS.6 - Distinguish reader point of view from that of an author of a text.

Standard 4.RI.IKI.7

4.RI.IKI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the content? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Interpreting information presented <i>orally</i> or <i>quantitatively</i> and explain how that information contributes to a text's meaning <p>At this grade level, students expand upon explaining the relationship between words and illustrations to include oral and quantitative presentations of information. This includes forms of multimedia (e.g., animations or interactive websites).</p>	<p>*format/medium - the way in which the text is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a scientific article on an interactive website, answering guided questions as they navigate the features that support the article. As students read and answer questions, they may also take notes on the website's features that assist their understanding of the text.</p> <p><i>In speaking/listening tasks:</i> Students may explain to a partner how they interpreted the information and how various elements of the digital article contributed to their understanding of the material.</p> <p><i>In writing tasks:</i> Students may write an essay detailing which features in the interactive article were most helpful to their understanding of the subject matter and why.</p>

Cornerstone Standard for RI 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vertical Alignment

Grade Span	Standard
5	5.RI.IKI.7 - Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
4	4.RI.IKI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
3	3.RI.IKI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

Standard 4.RI.IKI.8

4.RI.IKI.8 - Explain how an author uses reasons and evidence to support particular points in a text.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What thesis or argument is presented in the text? • What claims, reasons, and evidence does the author use to develop the argument? • How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence? <p>The Cornerstone of standard RI 8 involves students learning how to analyze the various elements of an argumentative text with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, reasons, and evidence. Having students analyze these connections in a variety of nonfiction texts in K-5 will prepare them to focus on more sophisticated connections among <i>claims</i>, reasons, and evidence found in <i>argumentative texts</i> in Grades 6-12.</p> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Explaining how an author uses <i>evidence</i> to support particular points in a text. 	<p>reasons - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>*argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p>*claims - statements taking a position on what is true; these are usually statements with which people can disagree; in Grades 6-12, this term is used to refer to statements of truth <i>in argumentative texts only</i>.</p> <p>*evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a persuasive essay and use a graphic organizer to record the author’s argument, including the points, reasons, and evidence used to present it.</p> <p><i>In speaking/listening tasks:</i> Students may explain the evidence they identified in their reading and label the evidence by type (e.g., quote, statistic, etc.).</p> <p><i>In writing tasks:</i> Students may write a brief essay that explains how the author constructed the argument, including what reasons and evidence were used to support the points. Students may be tasked with attending to the relationship between points, reasons, and evidence when writing their own essay.</p>

<p>At this grade level, students not only identify points and reasons in a nonfiction text, but also explain <i>how</i> an author uses reasons and evidence to support the points in a text. For example, a student may determine that a piece of evidence is a real-life example of the stated point or another piece of evidence is a fact that demonstrates the point.</p>		
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Cornerstone Standard for RI 8	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Vertical Alignment	
Grade Span	Standard
5	5.RI.IKI.8 - Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
4	4.RI.IKI.8 - Explain how an author uses reasons and evidence to support particular points in a text.
3	3.RI.IKI.8 - Explain how reasons support specific points an author makes in a text.

Standard 4.RI.IKI.9

4.RI.IKI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the topic is presented in each text? • How does each author’s approach to addressing the topic uniquely contribute to greater knowledge of that theme or topic? <p>The Cornerstone of RI 9 involves students analyzing multiple texts that have similar topics for two reasons:</p> <ul style="list-style-type: none"> • To build knowledge about those topics • To compare the approaches an author takes to presenting those topics <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Integrating information</i> from both texts <i>in order to speak or write about the subject knowledgeably</i> <p>At this grade level, students continue to identify the similarities and differences in text elements between texts written on the same topic. In addition, students should integrate information from both texts and be prepared to share in writing or speech what they have learned about the subject.</p>	<p>integrate - combine parts or elements into a whole</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> The teacher may assign pairs of students to each read a different text on the same historic event from the perspective of different authors. Students may complete one side of a T-chart noting key details from the article. Student pairs may discuss their articles with their partners and record the key details from the article read by their partner on the other side of the T-chart. Each student may then highlight similarities and differences between the articles.</p> <p><i>In speaking/listening tasks:</i> The student pairs may then discuss the identified similarities and differences and determine which information about the historical event is most important.</p> <p><i>In writing tasks:</i> The student pair may collaborate to write a paragraph sharing the key findings in the texts and their perspectives about why the texts contained different information. The pair might then share their observations with the class.</p>

<p>In Grades K-5 of the RI standards strand, the primary emphasis of standard RI 9 is on <i>synthesis of information</i> across topically related texts in order to build knowledge; in Grades 6-12, the focus of the standard shifts primarily toward <i>comparing the approaches</i> of two or more authors in topically related texts.</p>		
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<p align="center">Cornerstone Standard for RI 9</p>	
<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</p>	
<p align="center">Vertical Alignment</p>	
<p>Grade Span</p>	<p align="center">Standard</p>
<p align="center">5</p>	<p>5.RI.IKI.9 - Integrate information from two or more texts on the same topic in order to build content knowledge.</p>
<p align="center">4</p>	<p>4.RI.IKI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p align="center">3</p>	<p>3.RI.IKI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

Standards 4.RI.RRTC.10

4.RI.RRTC.10 - Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment, but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to proficiently read a variety of informational texts throughout the Grades 4-5 text complexity band, with scaffolding at the high end as needed.</p>	<p>text complexity - the level of sophistication in a text (in terms of content, intellectual engagement, and student readiness); text complexity is measured through a three-part assessment that pairs qualitative and quantitative measures with reader-task considerations. See Appendix A in the TN Standards for further elaboration.</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p> <p>scaffolding - the use of instructional techniques to support student learning and gradually move students toward greater independence in reading</p>	<p>Standard is addressed when reading, speaking and listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RI 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
5	5.RI.RRTC.10 - Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
4	4.RI.RRTC.10 - Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
3	3.RI.RRTC.10 - Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

TN ELA Standards Guide Grade 4

Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. In the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These standards enable students to actively participate in the meaning-making process when analyzing texts.

Standard 4.SL.CC.1		
4.SL.CC.1 - Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.		
Category: Comprehension and Collaboration		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Prepare for discussions by gathering textual evidence on the topic or issue. • Use preparation to engage in discussions effectively by doing the following: <ul style="list-style-type: none"> • Building on others' ideas • Expressing one's own ideas clearly and persuasively <p>To effectively meet the demands of the grade-level standard, students should:</p> <ol style="list-style-type: none"> 1. Prepare for discussions by reading and studying the required material. 2. Use that preparation to explore ideas under discussion. 3. Follow agreed-upon rules for group discussions and carry out assigned roles. 	<p>collaborative discussions - one-on-one, group, and teacher-led discussions</p> <p>varied partners - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students</p>	<p><i>In reading tasks:</i> As students read a text wherein the author presents a well-formed argument, students may record notes regarding the author's points, reasons, and evidence in preparation for a discussion on the text.</p> <p><i>In speaking/listening tasks:</i> Students may come together to discuss the text, preparing for collaborative discussions by generating questions, sharing insights, and building on each other's ideas during their group meetings.</p> <p><i>In writing tasks:</i> Students may use their notes from reading and discussion to write a well-organized essay explaining how the author uses reasons and evidence to support particular points in a text.</p>

<p>4. Ask and respond to questions to clarify or follow up on information and to contribute meaningful and relevant ideas to the discussion and connect with the remarks of others.</p> <p>5. Review the discussion's key ideas and explain one's own ideas in light of the information and ideas exchanged in the discussion.</p> <p>The intent of this standard is not only to provide students with opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.</p>		
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Cornerstone Standard for SL 1

Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

Vertical Alignment

Grade Span	Standard
5	5.SL.CC.1 - Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
4	4.SL.CC.1 - Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
3	3.SL.CC.1 - Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

Standard 4.SL.CC.2

4.SL.CC.2 - Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze information in a variety of media formats to determine if it is credible and accurate. Integrate information from a variety of media formats into a presentation or class discussion. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Paraphrase portions of a text</i> presented in diverse media. <p>Standards SL 2 and RI 7 work in tandem. In SL 2, students are reading informational texts presented in diverse media formats and paraphrasing the key ideas and details within them. In RI 7, students are interpreting information presented in diverse formats and explaining how that information contributes to a text's meaning.</p> <p>Standards SL 2 and SL 5 are closely aligned. Whereas SL 2 focuses on understanding information presented in various media formats, SL 5 focuses on students' ability to use audio or visual elements to enhance the sharing of information from texts they have read.</p> <p>SL 2 is a parallel standard to W 8. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so</p>	<p>paraphrase - to express the meaning of something written or spoken using one's own words; usually intended to clarify the original text by putting it into words more easily understood</p> <p>diverse media formats - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p>	<p><i>In reading tasks:</i> Students may watch a story in video format and record the key ideas and supporting details. Students may use their notes to paraphrase portions of the text.</p> <p><i>In speaking/listening tasks:</i> Students may be paired up and assigned a short section from an oral presentation of a story. One student can read or describe the passage to their partner while the other partner practices paraphrasing.</p> <p><i>In writing tasks:</i> Students may gather information from diverse media sources such as articles, videos, and infographics for a short research project. Students may paraphrase information from each source in their research report.</p>

for oral presentation while in W 8 students are doing so for composition purposes.		
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Cornerstone Standard for SL 2

Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Vertical Alignment

Grade Span	Standard
5	5.SL.CC.2 - Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
4	4.SL.CC.2 - Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.
3	3.SL.CC.2 - Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

Standard 4.SL.CC.3

4.SL.CC.3 - Identify the reasons and evidence a speaker provides to support particular points.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze an oral presentation of an argument to identify and evaluate the speaker’s point of view. Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric. <p>The Cornerstone of standard SL 3 involves students learning how to analyze the various elements of an <i>oral argument</i> with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, <i>reasons</i>, and <i>evidence</i> in oral presentations in which the speaker’s purpose is to <i>inform or persuade</i>. Having students understand these connections in a variety of nonfiction texts in K-5 will prepare them to analyze more sophisticated connections among <i>claims</i>, <i>reasons</i>, and <i>evidence</i> found in <i>oral arguments</i> in Grades 6-12.</p> <p>All parts of the grade-level standard appear for the first time at this grade level.</p> <p>SL 3 is a parallel standard to RI 8. In SL 3, students are identifying key elements (reasons and evidence) of information in an oral presentation whereas in RI 8, students are identifying those elements in printed text.</p>	<p>reasons - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to <i>inform or persuade</i>.</p> <p>*argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p>*claims - statements taking a position on what is true; these are usually statements with which people can disagree; in Grades 6-12, this term is used to refer to statements of truth <i>in argumentative texts only</i>.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the progression of this standard in K-12.</p>	<p>In reading tasks: Students may listen to a speech and follow along using the transcript to identify the evidence provided by the speaker to support their points.</p> <p>In speaking/listening tasks: Students may engage in a discussion about the speech and identify the evidence provided by the speaker to support their points.</p> <p>In writing tasks: Students may write and exchange essays or speeches and provide feedback to each other. Students can be encouraged to evaluate the reasons and evidence provided by their peers and provide suggestions for improvement.</p>

<p>Standards SL 3, W 1, and W 9 are closely aligned. When students strengthen their ability to understand arguments and how they are constructed, they improve their ability to <i>write</i> effective argumentative texts as well.</p>		
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<p style="text-align: center;">Cornerstone Standard for SL 3</p>	
<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	
<p style="text-align: center;">Vertical Alignment</p>	
<p>Grade Span</p>	<p style="text-align: center;">Standard</p>
<p style="text-align: center;">5</p>	<p>5.SL.CC.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p style="text-align: center;">4</p>	<p>4.SL.CC.3 - Identify the reasons and evidence a speaker provides to support particular points.</p>
<p style="text-align: center;">3</p>	<p>3.SL.CC.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

Standard 4.SL.PKI.4

4.SL.PKI.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Present information clearly, logically, and engagingly. • Ensure the presentation’s content, structure, and style are appropriate to the task, purpose, and audience. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Deliver an oral presentation <i>in an organized manner</i>. • Use appropriate facts and relevant, descriptive details <i>to support main ideas or themes</i>. <p>Standard SL 4 works closely with RI 5 at this grade level. As students learn the common structures by which informational texts are constructed (see glossary for common examples), they must also identify which of these structures is most appropriate to use as an organizational tool when reporting on a topic/text or recounting an experience.</p> <p>Standard SL 4 is a natural extension of SL 3. In SL 3, students carefully listen to oral presentations to understand the information being presented; in SL 4, students construct and deliver their own oral presentations with appropriate facts and details in a fashion their audience can clearly understand. These</p>	<p>recount - to reconvey, orally or in written form, the essential elements of the text in chronological order; may include some subjective language</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>main idea (central idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought.</p> <p>theme - an abstract idea or universal truth that emerges from a literary text’s treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as “Courage is an honorable virtue, but it can lead to negative circumstances.”</p> <p>*(text) structure - the way in which text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, and chronological, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p>	<p><i>In reading tasks:</i> Students may read information on a topic and take notes to prepare for an organized presentation. Students may look for relevant facts and details to support the main ideas or themes presented.</p> <p><i>In speaking/listening tasks:</i> Students may collaborate with peers on the presentation content and structure by sharing and incorporating feedback. Students may deliver oral presentations in an organized manner based on written slides or visuals.</p> <p><i>In writing tasks:</i> Students may be tasked with translating their oral presentation into a written essay that clearly organizes facts and details.</p>

<p>practices work interchangeably to strengthen each other.</p> <p>SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.</p>	<p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for SL 4	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.	
Vertical Alignment	
Grade Span	Standard
5	5.SL.PKI.4 - Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
4	4.SL.PKI.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
3	3.SL.PKI.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Standard 4.SL.PKI.5

4.SL.PKI.5 - Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Use multimedia to express information clearly and engagingly. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Add multimedia to presentations <i>to enhance the development of main ideas or themes.</i> <p>SL 5 works in tandem with standard RI 7. In RI 7, students consider how information presented through multimedia can contribute to what is conveyed by the words of a text. In SL 5, students use this knowledge to select multimedia that enhances the message of an oral presentation.</p> <p>SL 5 works similarly to standard W 6. As appropriate to the task, purpose, and audience, students should utilize technology to produce and enhance writing and oral presentations.</p>	<p>multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art.</p> <p>audio/visual elements - means of communicating information that uses images and/or sound and operates outside of the words of a printed text</p> <p>*main idea (central idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought</p> <p>*The use of the word “theme” in this particular standard is synonymous with main/central idea.</p>	<p><i>In reading tasks:</i> Students may observe a video of a person presenting information about a given topic who uses audio/visual elements to engage their audience. Students may record in a notebook the elements used and how they enhanced the presentation.</p> <p><i>In speaking/listening tasks:</i> Students may listen to or view multimedia to determine what is most relevant for inclusion in their presentations. Students may present verbally and explain the connection of the multimedia chosen to the main ideas or themes shared in the presentation.</p> <p><i>In writing tasks:</i> Students may design presentations using writing and embed multimedia to express the main ideas or themes found in texts.</p>

Cornerstone Standard for SL 5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Vertical Alignment

Grade Span	Standard
5	5.SL.PKI.5 - Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.
4	4.SL.PKI.5 - Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.
3	3.SL.PKI.5 - Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.

Standard 4.SL.PKI.6

4.SL.PKI.6 - Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Adapt speech as appropriate to the context and task. Use formal English proficiently when indicated or appropriate. <p>All parts of the grade-level standard appear for the first time at this grade level.</p> <p>At this grade level, students identify situations that call for the appropriate use of formal English (e.g., presenting to larger groups, presenting information, responding to an argument, etc.) and informal English (e.g., speaking in small-group discussion, speaking to friends, sharing personal ideas, etc.).</p> <p>Students should demonstrate command of the conventions of standard English grammar and usage when speaking. See standard 4.FL.SC.6 for grade-level expectations.</p> <p>At this grade level, it is important that students learn to choose words and phrases that convey ideas precisely. This will help to prepare them to adapt speech to a <i>variety</i> of contexts in Grade 5.</p>	<p>formal English - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting ideas). See standard 4.FL.SC.6 for grade-level expectations.</p> <p>informal English - language usage that is more casual and spontaneous; usually used in relaxed situations with people one knows well</p>	<p>In reading tasks: Students may read texts and identify the intentional usage of formal speech and informal speech. Students may discuss the purpose of including informal speech and the effect it has on the overall impact of the text.</p> <p>In speaking/listening tasks: Students may speak in various contexts, including informal peer conversations and formal presentations. Students may identify when informal language is appropriate and when formal language is appropriate in speech.</p> <p>In writing tasks: Students may write various types of text and include formal and informal language when most appropriate. Literary texts may include informal language as quotes or as stylistic choices. Informational texts will more often include formal language.</p>

Cornerstone Standard for SL 6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Vertical Alignment

Grade Span	Standard
5	5.SL.PKI.6. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
4	4.SL.PKI.6 - Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.
3	3.SL.PKI.6 - Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.

TN ELA Standards Guide Grade 4

Writing Standards

Standard 4.W.TTP.1

4.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text.
- b. Develop an opinion with reasons that are supported by facts and details.
- c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- d. Provide a concluding statement or section related to the opinion presented.
- e. Link opinion and reasons using words and phrases.
- f. Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write arguments that are text based, logical, well organized, and fully developed. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> Support an opinion with reasons <i>and evidence</i>. Create an organizational structure that provides clarity and <i>supports the writer’s purpose</i>. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> Identify a topic/text and state an opinion on it. Formulate a purpose for writing. Use text-based reasons and evidence to support the opinion. 	<p>opinion - a belief, position, or preference, supported by reasons; for the purposes of this standard, “opinion” is synonymous with point of view</p> <p>reasons - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p>facts and details - in the context of this standard, this is equivalent to “evidence.” These are used to support reasons.</p> <p>organizational structure - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p>	<p><i>In reading tasks:</i> Students may read opinion pieces from various sources such as articles, essays, or editorials and explain how the authors introduce the topic, develop their opinions with reasons supported by facts and details, create an organizational structure, provide a concluding statement, and use language to link opinions and reasons.</p> <p><i>In speaking/listening tasks:</i> Students may engage in structured discussions about opinion pieces. Students may be encouraged to talk and ask questions about each other’s thinking to clarify or improve their understanding. Students may express their opinions, support them with facts and details, and engage with their peers’ viewpoints.</p> <p><i>In writing tasks:</i> Students may write opinion pieces, ensuring they introduce the topic or text, develop</p>

<ul style="list-style-type: none"> Organize the supporting reasons in a way that provides clear understanding to the reader and supports the writer’s purpose. Use proper linking words/phrases that connect the supporting reasons/evidence to each other and the opinion. Write a concluding statement that restates the opinion and provides closure. Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps to provide students with proper support as they learn to clearly formulate a well-supported opinion.</p> <p>It is important to note the distinction between writing an opinion and informative/explanatory (W 2) writing. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one’s assertions, and explaining cause and effect. Informative writing starts with the assumption that something is true and answers questions about why or how it is true. Opinions persuade whereas explanations clarify.</p> <p>There are several purposes for writing an opinion:</p> <ul style="list-style-type: none"> To change the reader’s point of view To call a reader to action To convince the reader to accept the writer’s explanation as correct 	<p>purpose - the reason (explicit or implicit) for writing a text</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>linking words/phrases - words/phrases that connect a sentence, paragraph, idea, etc., to a subsequent one. These assist readers in connecting these elements and provide a smooth transition from one idea to the next. Examples include “first,” “because,” “also,” “however,” etc.</p> <p>*points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>opinions with reasons supported by facts and details, create an organizational structure, provide a concluding statement, and use linking words and phrases.</p>
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Cornerstone Standard for W 1

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

Vertical Alignment

Grade Span	Standard
5	<p>5.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text. b. Develop an opinion through logically ordered reasons that are supported by facts and details. c. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words, phrases, and clauses. <p>Apply language standards addressed in the Foundational Literacy standards.</p>
4	<p>4.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text. b. Develop an opinion with reasons that are supported by facts and details. c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words and phrases. f. Apply language standards addressed in the Foundational Literacy standards.
3	<p>3.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.

Standard 4.W.TTP.2

4.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic.
- b. Group related information in paragraphs and sections.
- c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.
- d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- e. Provide a conclusion related to the information or explanation presented.
- f. Link ideas within categories of information using words and phrases.
- g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- h. Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Use <i>domain-specific vocabulary</i> to inform about or explain the topic. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> Identify an appropriate topic/text to write about. Gather information and ideas related to the topic/text. Group related information into categories around the topic/text. Use multimedia as needed to provide clarity. Introduce the topic. 	<p>*organizational structure - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art.</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p>	<p>In reading tasks: Students may read informative/explanatory texts and explain how the authors introduce the topic, group related information in paragraphs and sections, include formatting features and illustrations for clarity, develop the topic with facts and details, provide a conclusion, and use precise language and domain-specific vocabulary.</p> <p>In speaking/listening tasks: Students may gather information on a specific topic and create presentations to share their findings with the class, using appropriate facts and relevant, descriptive details to support main ideas or themes. During presentations, students can practice speaking skills while organizing and conveying information clearly to their peers.</p> <p>In writing tasks: Students may write informative/explanatory texts, ensuring they introduce the topic, group related information in paragraphs and sections, include formatting features and illustrations,</p>

<ul style="list-style-type: none"> • Explain and develop the topic by providing multiple facts, definitions, details, etc. • Use proper linking words/phrases that connect ideas within categories of information. • Use precise language and domain-specific vocabulary to inform/explain. • Provide a concluding statement or paragraph. • Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding and creating an appropriate structure for informative/explanatory texts.</p> <p>It is important to note the distinction between informative/explanatory writing and writing an opinion (W 1). Informative writing starts with the assumption that something is true and answers questions about why or how it is true. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one's assertions, and explaining cause and effect. Explanations clarify whereas opinions persuade.</p> <p>There are several purposes for informative/explanatory writing:</p> <ul style="list-style-type: none"> • To increase the reader's knowledge of a subject/topic • To help readers understand a procedure or process • To answer "what," "how," and "why" questions regarding the subject/topic. 	<p>linking words/phrases - words/phrases that connect a sentence, paragraph, idea, etc., to a subsequent one. These assist readers in connecting these elements and provide a smooth transition from one idea to the next. Examples include "first," "because," "also," "however," etc.</p> <p>domain-specific vocabulary - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>develop the topic with facts and details, provide a conclusion, and use precise language and domain-specific vocabulary.</p>
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Cornerstone Standard for W 2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Vertical Alignment

Grade Span	Standard
5	<p>5.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within and across categories of information using words, phrases, and clauses. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.
4	<p>4.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.
3	<p>3.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.

Standard 4.W.TTP.3

4.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
- b. Organize an event sequence that unfolds naturally and logically.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of transitional words and phrases to manage the sequence of events.
- e. Provide a conclusion that follows from the narrated experiences or events.
- f. Use precise words and phrases and use sensory details to convey experiences and events.
- g. Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Write well-crafted and engaging narratives to convey real or imagined experiences. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Use a <i>variety</i> of transitional words/phrases to convey the sequence of events. • Use <i>precise</i> words/phrases to convey experiences and events. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> • Choose a real or imagined event to write about. • Organize the sequence of events in a logical order. • Determine the characters that will be in the story. • Decide who is telling the story. • Establish the setting by describing when/where the event(s) took place. • Use dialogue/descriptions to develop experiences, events, and characters. 	<p>narratives - writing that conveys experience, either real or imaginary, and uses time as its core structure</p> <p>details - words or phrases in a narrative that are used to vividly convey the text elements to the reader</p> <p>narrator - the person or voice conveying a narrative. Some narratives may have multiple narrators.</p> <p>characters - a person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>transitional words/phrases - words/phrases that connect an event to a subsequent one. Examples include “before,” “meanwhile,” “suddenly,” “before long,” “soon after,” etc.</p>	<p><i>In reading tasks:</i> Students may read a narrative text independently, then discuss how the authors establish situations, organize event sequences, use dialogue and description, incorporate transitional words and phrases, and provide conclusions.</p> <p><i>In speaking/listening tasks:</i> Students may take turns sharing their own narratives or summarizing stories they have read. Students can be encouraged to use descriptive details, clear event sequences, dialogue, and sensory details to engage their audience and bring their stories to life.</p> <p><i>In writing tasks:</i> Students may write narratives, ensuring they orient the reader by establishing situations, organizing event sequences that unfold naturally and logically, using dialogue and description effectively, incorporating a variety of transitional words and phrases, providing conclusions, and using precise words and phrases and sensory details to convey experiences and events.</p>

<ul style="list-style-type: none"> • Use a variety of transitional words/phrases to signal changes in events. • Use concrete words/phrases to precisely convey experiences and events. • Write an ending that provides closure to the story. • Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding how to write a narrative that moves in logical order and uses details that engage the reader.</p> <p>Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.</p>	<p>*text elements - the essential components of a text, such as individuals/characters, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for W 3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Vertical Alignment

Grade Span	Standard
5	<p>5.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.
4	<p>4.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.
3	<p>3.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.

Standard 4.W.PDW.4

4.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard provides a framework for understanding the writing types as defined in Writing Standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.</p> <p>Note that at this grade level, the phrase “with guidance and support” is dropped from the standard. This does not mean that teachers should discontinue modeling each stage of the writing process for students; nor does it mean there should be fewer opportunities for feedback from peers/adults. Instead, the phrase indicates that students should increasingly be working through the writing stages independently and without scaffolding.</p>	<p>style - author’s or speaker’s way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p>	<p><i>In reading tasks:</i> Students may read examples of clear and coherent writing appropriate for various tasks and purposes, then discuss how the development, organization, and style are tailored to the specific task, purpose, and audience.</p> <p><i>In speaking/listening tasks:</i> Students may participate in class discussions about writing samples, focusing on how the development, organization, and style contribute to their clarity and coherence.</p> <p><i>In writing tasks:</i> Students may participate in peer conferencing sessions where they review each other's writing. Students can provide feedback on how the development, organization, and style of the writing are appropriate for the task, purpose, and intended audience, offering suggestions for improvement.</p>

Cornerstone Standard for W 4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Vertical Alignment

Grade Span	Standard
5	5.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	4.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	3.W.PDW.4 - With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Standard 4.W.PDW.5

4.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing.</p> <p>This standard emphasizes the importance of providing opportunities for students to receive guidance and feedback from both peers and adults as they work through each stage of the process.</p> <p>Guidance and support from teachers should include the following:</p> <ul style="list-style-type: none"> • Modeling of each writing stage • Exemplar texts demonstrating effective writing • Feedback on each writing stage • Revisiting explicit instruction (modeling) when students struggle 	<p>planning - in this stage of writing, students select a topic and use an appropriate organizational tool to capture and logically sequence ideas. This tool is then used to create a draft.</p> <p>revising - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text.</p> <p>editing - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; this often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar.</p>	<p><i>In reading tasks:</i> Students may read and provide feedback on each other's writing drafts. Students can be encouraged to identify areas where their peers can improve and offer suggestions for revision and editing.</p> <p><i>In speaking/listening tasks:</i> Students may participate in peer conferencing sessions where they exchange their writing drafts. Students can be encouraged to discuss areas where they think their partner's writing could be strengthened and provide suggestions for improvement.</p> <p><i>In writing tasks:</i> Students may participate in revision stations around the classroom, each focusing on a different aspect of the writing process (e.g., organization, clarity, grammar). Students may rotate through the stations, engaging in various revision activities guided by prompts and instructions at each station.</p>

Cornerstone Standard for W 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Vertical Alignment

Grade Span	Standard
5	5.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)
4	4.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)
3	3.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)

Standard 4.W.PDW.6

4.W.PDW.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing for students to interact with each other’s writing.</p> <p>There is one part of this standard that appears for the first time at this grade level.</p> <ul style="list-style-type: none"> • <i>Use the Internet</i> to produce and publish writing. <p>At this grade level, students need individual and collaborative opportunities to use digital tools to draft, revise, edit, and share opinion, informative, or narrative writing pieces.</p> <p>Students need sufficient opportunities to practice using technology when writing as they are expected to be able to use a digital tool to complete a writing product in one sitting.</p> <p>The phrase “with some guidance and support from adults” indicates that teachers should continue to provide modeling, demonstrations, and feedback to guide students in using digital tools to produce, publish, and interact with each other’s writing. However, students should increasingly be working independently and without scaffolding when using technology to produce and publish writing.</p>	<p>technology - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smartphone applications, etc.</p> <p>publish - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school’s literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)</p>	<p><i>In reading tasks:</i> Students may read an informational text on an interactive website and determine the central idea. Students may discuss in an online chat the text elements and explain how the central idea is supported by key details.</p> <p><i>In speaking/listening tasks:</i> Students may use their discussion of the text to collaborate with other students online to begin brainstorming ideas for responding in writing to the text.</p> <p><i>In writing tasks:</i> Students may draft their writing using online tools and collaborate with peers by sharing feedback and incorporating others’ feedback in their writing.</p>

Cornerstone Standard for W 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Vertical Alignment

Grade Span	Standard
5	5.W.PDW.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
4	4.W.PDW.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
3	3.W.PDW.6 - With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

Standard 4.W.RBPK.7

4.W.RBPK.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Conduct research for the purpose of building knowledge and/or solving a problem. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Conduct research to build knowledge <i>through investigation of different aspects of a topic.</i> <p>This standard works in tandem with standard W 8. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p>	<p>research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><i>In reading tasks:</i> Students may read a variety of texts to generate ideas for a research project. Students may explain the key information provided in each text, referring to specific details in each text. Students may record a list of different ideas they encounter in the texts.</p> <p><i>In speaking/listening tasks:</i> Students may engage in discussions to clarify or improve their understanding of the ideas they encountered in their research. Students may collaborate with peers to generate questions and ideas about how to approach writing about the topic.</p> <p><i>In writing tasks:</i> Students may organize their list of ideas to form an outline and create a draft explaining their learning on a single topic. Students may group related information logically and develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>

Cornerstone Standard for W 7

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Vertical Alignment

Grade Span	Standard
5	5.W.RBPK.7 - Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
4	4.W.RBPK.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
3	3.W.RBPK.7 - Conduct short research projects that build general knowledge about a topic.

Standard 4.W.RBPK.8

4.W.RBPK.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Without support</i>, take brief notes on sources. Provide a list of sources. <p>This standard works in tandem with standard W 7. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p> <p>W 8 is a parallel standard to SL 2. In both cases, students are engaging with the information presented in diverse media formats. In SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>No terms need defining for this standard.</p>	<p><i>In reading tasks:</i> Students may read multiple texts from print and digital sources. Students should determine which sources contain the most relevant information to be included in their research. As they read, students should document their sources in their paper.</p> <p><i>In speaking/listening tasks:</i> Students may watch or listen to multimedia sources to add relevant information to their research. As they watch or listen, students should document their sources in their paper. Students can share their new learning with peers and provide feedback on how to incorporate this information into their paper.</p> <p><i>In writing tasks:</i> Students may write a research draft based on their recorded facts, definitions, concrete details, quotations, or other information related to their focused topic.</p>

Cornerstone Standard for W 8

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

Vertical Alignment

Grade Span	Standard
5	5.W.RBPK.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
4	4.W.RBPK.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
3	3.W.RBPK.8 - Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.

Standard 4.W.RBPK.9

4.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, use relevant, credible evidence from source material. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Support analysis, reflection, and research</i> with textual evidence. <p>Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in texts, they also strengthen their ability to identify and use evidence in their own writing.</p>	<p>research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><i>In reading tasks:</i> Students may read and reflect on multiple texts to cull the most relevant information to include as evidence in their research.</p> <p><i>In speaking/listening tasks:</i> Students may collaborate with peers to analyze the textual evidence culled and share reflections.</p> <p><i>In writing tasks:</i> In their research papers, students may focus on ensuring their reasons and evidence appropriately support their points.</p>

Cornerstone Standard for W 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vertical Alignment

Grade Span	Standard
5	5.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
4	4.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.
3	3.W.RBPK.9 - Include evidence from literary or informational texts, applying grade 3 standards for reading.

Standards 4.W.RW.10

4.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Category: Range of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard is an overarching standard that encompasses all the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.</p> <p>In Grades K-5, it is critically important that teachers provide appropriate support for <i>writing fluency</i>.</p>	<p>writing fluency - the ability to write accurately, quickly, and with expression</p>	<p>This standard is addressed when students are routinely writing in response to tasks designed to build knowledge from texts.</p>

Cornerstone Standard for W 10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vertical Alignment

Grade Span	Standard
5	5.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
4	4.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
3	3.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Grades 4–5 ELP Standards

Grades 4-5: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentations.</p>
4-5.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh-questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh-questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed <p>about a variety of topics and texts.</p>

Grades 4-5: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, events, or objects in the environment.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written texts <p>about familiar texts, topics, and experiences.</p>	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, and experiences.</p>	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about a variety of texts, topics, and experiences.</p>	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts <p>about a variety of texts, topics, and experiences.</p>
4-5.4	<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
4-5.5	<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.

Grades 4-5: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	with developing control, <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing.	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing.
4-5.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.

Grades 4-5: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) <p>with emerging control.</p>	with support (including modeled sentences), <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
4-5.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), use some relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), use relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), use relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

Grade 4 ELA Standards Matrix

Use the **Grade 4 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards		Corresponding CCSS for ELA Standards				
		RL	RI	W	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

Grades 4-5 ELP Standards with Grade 4 Correspondences

Grade 4: Standard 1

ELP.4-5.1.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentations.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>			<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
<p>Literature</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL.1., RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<p>Informational Text</p> <p>RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>		

Grade 4: Standard 2

ELP.4-5.2.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh-questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh-questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 					

Grade 4: Standard 3

ELP.4-5.3.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, events, or objects in the environment.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written texts <p>about familiar texts, topics, and experiences.</p>	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, and experiences.</p>	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about a variety of texts, topics, and experiences.</p>	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts <p>about a variety of texts, topics, and experiences.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p>SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>					

Grade 4: Standard 4

ELP.4-5.4.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. <p>SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade 4: Standard 5

ELP.4-5.5.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 4 ELA Standards:</p>					
<p>W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>					

Grade 4: Standard 6

ELP.4-5.6.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.1b. Provide reasons that are supported by facts and details.</p> <p>SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>					

Grade 4: Standard 7

ELP.4-5.7.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions <p>in conversation, discussions, and short written text.</p>	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases <p>in speech and writing.</p>	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases <p>in speech and writing.</p>
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 4 ELA Standards:</p>					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade 4: Standard 8

ELP.4-5.8.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
<p>Literature</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 			<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>		

Grade 4: Standard 9

ELP.4-5.9.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 4 ELA Standards:					
<p>W.1c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</p> <p>W.2c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>W.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>					

Grade 4: Standard 10

ELP.4-5.10.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 4 ELA Standards:</p>					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 					

