

Elementary: English Language Arts

Grade 4 Priority Standards

Reading Literature

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.4: 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., Herculean).

RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fluency

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

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

Writing About Text

W.4.8: 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.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Language

L.4.4: 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.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.4.5: Demonstrate understanding of word relationships and nuances in word meanings.

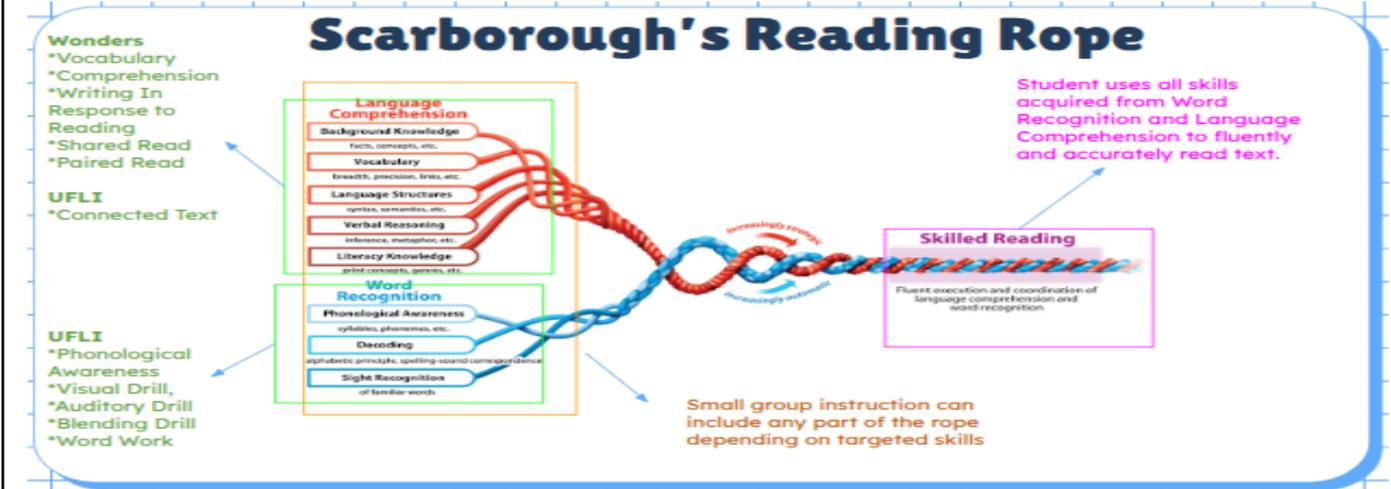
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.4.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Speaking and Listening

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.



	UFLI Foundations The Reading League	Wonders Edreports.org The Reading League
Unit 1	UFLI Foundations provides clear lesson following an eight-step routine that supports students' reading development in the areas of:	In unit 1, students will explore how people respond to natural disasters and the causes and effects of Earth's changes. They will discuss how one person's actions impact others and the importance of respecting others' rights. Students will also learn about starting businesses, why people start them, and how businesses can help communities. Throughout, students will engage with topics related to community, responsibility, the environment, and economic ideas.
Unit 2	<ol style="list-style-type: none"> 1. Phonemic Awareness 2. Visual Drill 3. Auditory Drill 4. Blending Drill 5. New Concept 	In unit 2, students will learn how animals survive in the wild by studying adaptations that help them thrive. They will explore how animal characters in plays can change story outcomes and why these plays are engaging. Students will also discuss how animals inspire writers, focusing on poetry featuring animal characters. Throughout, students will deepen their understanding of animal behavior, storytelling, and creative expression.
Unit 3	<ol style="list-style-type: none"> 6. Word Work 7. Irregular Words 8. Connected Text <p>Steps 1–4 serve as warm-ups and review for students, reinforcing previously learned skills. Step 5 introduces a new concept explicitly, with guided reading and spelling practice. Steps 6–8 give students opportunities to apply what they've learned through word-level and text-level reading and writing activities.</p> <p>The program targets key foundational reading skills for students, including:</p>	In unit 3, students will focus on their role in the community by discussing how they can help and the importance of public service and the common good. They will learn how one person can make a difference, exploring citizenship along with its rights and responsibilities. Students will also examine advances in science, considering both its helpful and harmful effects. Throughout, students will engage with topics related to community, citizenship, responsibility, and the impact of science.
Unit 4		In unit 4, students will explore a wide range of topics. They will learn about the foundation, structures, and functions of government and why it is needed. Students will study how new inventions and technology impact our lives and lead to new knowledge. They will also examine how different poets write about the same subjects, such as varying views on success. Additionally, students will engage with themes including community roles, citizenship, public service, natural disasters, business, animal adaptations, storytelling, families, friendships, culture, history, skills, talents, inspiration, trading, energy, and the environment. Throughout, students will discuss how individuals, communities, animals, and events shape the world and their own lives.
Unit 5	<ol style="list-style-type: none"> a. phoneme blending and segmentation 	In unit 5, students will explore a wide range of topics including families, friendships, communities, and how people support each other. They will learn about good citizenship, government, trading, and the role of

	<ul style="list-style-type: none"> b. accuracy and automaticity with grapheme-phoneme correspondences c. decoding fluency with known concepts d. explicit new concept instruction e. decoding and encoding practice f. reading and spelling irregular words g. reading connected text 	<p>businesses, while also studying natural disasters, animal adaptations, and how animals inspire stories and poetry. Science concepts like water's changing states and different types of energy will be discussed alongside history topics such as immigration, important events, exploration, and landmarks that tell our nation's story. Students will also focus on skills, talents, respect, rules, problem-solving, and how individual actions impact others. Throughout, students will engage with these themes to better understand how people, animals, and events shape the world and how they can contribute positively to their own communities.</p>
Unit 6	<p>This structured approach helps students build strong, automatic reading skills step by step.</p>	<p>In unit 6, students will learn about success and the importance of goals, discuss values and how we determine what matters, and explore humor by examining what makes us laugh. Throughout, students engage in discussions and readings that help them understand how people and events shape the world and inspire personal growth.</p>