Dept. of Education and

Early Development

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**Alaska English/Language Arts Standards with learning Targets  
Grade 4**

**Anchor Standard** Read closely to determine what the 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.

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.1

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

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify key details and examples in a text.  Explain the difference between explicit and inferred information. | Explain how details and examples from the text support making inferences. |  |  |

**Anchor Standard** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.2

Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Apply details of a text to determine the theme of a story, drama, and poem.  Define “theme” of a story, drama, and poem. | Summarize key ideas and details for the theme of a story, drama, and poem. |  |  |

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

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.3

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).

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify the character, setting, and/or events in a story.    Identify specific details about characters, settings, and events. | Describe a character’s actions and thoughts, the setting, and events based on evidence in the text. |  |  |

**Anchor Standard** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.4

Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Recognize words and phrases that allude to significant characters found in mythology, in a text.  Know significant Greek characters and their defining characteristics. | Determine the meaning of words and phrases as they are used in a text and allude to significant characters found in mythology. |  |  |

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

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Explain major differences between poems, drama, and prose.  Refer to the structural elements of poems (e.g., verse, rhyme, meter), drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions), and prose (e.g., characters, settings, descriptions, dialogue) when speaking or writing about text. |  |  |  |

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

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.6

Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Define vocabulary, compare, contrast, point of view, and first and third narrations.  Recognize first and third narrations.  Identify point of view (including first and third person narrations) in a variety of stories. | Compare the points of view from which different stories are narrated, including first and third narrations.  Contrast the points of view from which different stories are narrated, including first and third person narrations. |  |  |

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

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.7

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.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify story and drama in text, visually, and orally.    Identify descriptions in a story or drama in text, visually, and orally.  Recognize stage directions in a story/drama both in text and a visual/oral presentation. | Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version. |  |  |

**Anchor Standard** 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.

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.8

(Not applicable to literature)

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| N/A |  |  |  |

**Anchor Standard** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.9

Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify specific details that describe themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.  Identify similarities of two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.  Identify differences of two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.  Identify key features for comparing and contrasting themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. | Compare/contrast two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. |  |  |

**Anchor Standard** Read and comprehend a range of complex literary and informational texts independently and proficiently.

**Content** Reading Standards for Literature

**Grade Level** 4

**Standard** RL.4.10

By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as needed. | Comprehend independently in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as needed. |  |  |

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

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.1

Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Explain the difference between explicit and inferred information in a text.  Identify details and examples when explaining what the text says explicitly and drawing inferences from the text. | Explain what the text says using details and examples when identifying explicit information and drawing inferences. |  |  |

**Anchor Standard** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.2

Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Explain how the supporting details determine the main idea of a text.  Summarize text. | Summarize the text using key details. |  |  |

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

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.3

Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify events, procedures, ideas, and concepts in an informational text. | Explain why the events, procedures, ideas, and concepts in an informational text occurred.    Use specific information in the text to support explanation. |  |  |

**Anchor Standard** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** 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.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. |  |  |

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

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.5

Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Determine the overall structure (e.g., chronology, comparison, cause/effect, and problem/ solution) of a text or a part of a text.  Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/ solution) of events, ideas, concepts or information in a text or part of a text. |  |  |  |

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

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.6

Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Define vocabulary: compare, contrast, firsthand account, and secondhand account.  Describe the events or main ideas of each account. | Compare the accounts of the event or topic.  Contrast the accounts of the event or topic.  Describe how the focus and information provided is different in each account. |  |  |

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

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.7

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.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Define interpret.  Recognize text features of nonfiction.  Read graphs, charts, diagram, timelines, etc.  Recognize interactive web elements. | Explain information from charts, diagrams, graphs, timelines, animations, and interactive elements.  Interpret information that is presented visually, orally, and quantitatively in text or on the Web.  Explain how information presented visually, orally and quantitatively adds to a better understanding of the text or on the Web. |  |  |

**Anchor Standard** 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.

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Recognize differences between fact and opinion.  Define evidence and reason.  Identify the author’s reasons and evidence. | Explain how an author uses reasons to support particular points in a text and evidence to support particular points in a text. |  |  |

**Anchor Standard** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.9

Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify information within two texts on the same topic. | Integrate information from two texts on same topic. |  |  |

**Anchor Standard** Read and comprehend a range of complex literary and informational texts independently and proficiently.

**Content** Reading Standards for Informational Text

**Grade Level** 4

**Standard** RI.4.10

By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify/understand in an informational text key Ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as necessary. | Comprehend independently in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as necessary. |  |  |

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

**Content** Reading Standards: Foundational Skills

**Grade Level** 4

**Standard** RF.4.3.a

Know and apply grade-level phonics and word analysis skills in decoding words;

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Know grade level-level phonics and word analysis skills in decoding words.  Identify syllabication patterns and root words.  Explain meanings of prefixes and suffixes.  Accurately read words with Latin roots. | Apply grade level-level phonics and word analysis skills in decoding words.  Synthesize phonics and word analysis skills to decode words. | Read accurately unfamiliar multisyllabic words in context and out of context. |  |

**Anchor Standard** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.

**Content** Reading Standards: Foundational Skills

**Grade Level** 4

**Standard** RF.4.4.a-c

Read with sufficient accuracy and fluency to support comprehension;

a. Read on-level text with purpose and understanding;

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify the purpose and understanding of text.  Identify oral reading with accuracy, appropriate rate, and expression on successive readings.  Identify rereading, when necessary, as a strategy when confirming or self-correcting words in text.  Understand how context can help to confirm or self-correct word recognition. | Determine the purpose for reading on-level text.  Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings.  Confirm or self-correct word recognition and understanding by using context. | To support comprehension, read on-level text fluently and accurately and reread with fluency as necessary.  Read with accuracy, appropriate rate, and expression on successive readings. |  |

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

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.1.a-d

Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character \_\_\_ was brave because she \_\_\_\_);

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;

b. Provide reasons that are supported by facts and details;

c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*);

d. Provide a concluding statement or section that reinforces or restates the opinion presented.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Recognize facts and details.    Explain organizational structures, use of linking words and phrases, purpose of concluding statement or section, writer’s purpose and point of view. | Determine how to introduce the topic or text clearly.  Formulate an opinion.    Organize by grouping related ideas to support the writer’s purpose.  Provide reasons that are supported with facts and details.  Link opinions and reasons using words and phrases (e.g., for instance, in order, in addition).  Provide a conclusion related to the opinion presented. |  | Create an opinion piece on topics or texts, supported with reasons and information. Product should include clear introduction of topic or text, statement of opinion, strong organizational structure in which related ideas are grouped to support the writer’s purpose, reasons that are supported by facts and details, links between opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*), and a concluding statement or section related to the opinion presented. |

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

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.2.a-e

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

a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension;

b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus;

c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*);

d. Use precise language and domain-specific vocabulary to inform about or explain the topic;

e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify a topic that is clear, has related information grouped together in paragraphs and sections, that contains formatting, illustrations, and multimedia when useful in aiding comprehension, and is developed with facts, definitions, concrete details, quotations, other information, and examples related to the topic.  Identify linked ideas within categories of information using words and phrases.  Identify precise language and domain-specific vocabulary to inform about or explain the topic.  Identify a concluding statement or section related to the information or explanation presented. | Develop a topic that is clearly introduced.  Develop related-information grouped in paragraphs and sections that contain formatting, illustrations, and multimedia when useful in aiding comprehension.  Develop a topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic.  Develop linked ideas within categories of information using words and phrases.    Develop precise language and domain-specific vocabulary to inform about or explain the topic.  Develop a concluding statement or section related to the information or explanation presented. |  | Write informative/explanatory texts that include a topic that is clearly introduced and related information grouped in paragraphs and sections that contain formatting, illustrations, and multimedia when useful in aiding comprehension.  Write informative/explanatory texts that include a topic developed with facts, definitions, concrete details, quotations, other information and examples related to the topic.  Write informative/explanatory texts that include linked ideas within categories of information.  Write informative/explanatory texts using words and phrases, precise language and domain-specific vocabulary to inform about, or explain, the topic.  Write informative/explanatory texts with a concluding statement or section related to the information or explanation presented. |

**Anchor Standard** Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.3

Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology);

a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally;

b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts;

c. Use a variety of transitional words and phrases to develop the sequence of events;

d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely;

e. Provide a conclusion that follows from the narrated experiences or events.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify the story elements, structure of a narrative, and use of dialogue and description to develop experiences, events or characters.  Recognize transitional words used to develop sequence.  Describe how writers use concrete and sensory details. | Establish a situation, a narrator and/or characters.    Sequence events logically using transitional words to move the events along.  Use dialogue and description to develop experiences and events.    Use concrete and/or sensory details to develop experiences or events.  Establish conclusions aligned with sequence of events. |  | Write a narrative to develop real or imagined experiences that establishes a situation, a narrator or a character(s).  Write a narrative to develop real or imagined experiences that uses dialogue, descriptions, concrete and sensory details to develop experiences and events and to reveal characters.  Write a narrative to develop real or imagined experiences that uses transitional words and phrases and provides a conclusion. |

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

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.4

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

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
|  | Analyze the reason for writing a piece to decide on task, purpose, and audience.  Determine suitable idea development strategies and organization appropriate to task, purpose, and audience. |  | Produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose, and audience. |

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

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.5

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.)

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| With guidance and support from peers and adults, students recognize how to plan, revise, edit, rewrite and try a new approach.  Know how to edit for conventions of writing. | With guidance and support from peers and adults, students develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach. |  |  |

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

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| With some guidance and support, use keyboarding skills, know how to use word processing to produce and publish writing, and know how to use the Internet to communicate with others. | With some guidance and support, evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. | With some guidance and support, use technology, including the Internet, to develop, revise, edit, and publish writing, to communicate and collaborate with others, and use keyboarding skills to type one page or more in a single sitting. |  |

**Anchor Standard** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.7

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

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Conduct short research projects. | Conduct short research projects that investigate different aspects of a topic. |  |  |

**Anchor Standard** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** 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.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify relevant information in a passage.  Recall and gather relevant information from experience.    Take notes.  Provide source list. | Gather relevant information from print and digital sources.    Categorize information.  Distinguish between relevant and irrelevant information. |  |  |

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

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.9

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

a. 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].”);

b. 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.”).

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify key ideas and details which provide evidence to support conclusions about the text accessed through research.    Cite textual evidence to support analysis of what the text says explicitly. | Draw evidence from key ideas and details as support for research.    Analyze key ideas and details in a text as evidence for support understanding of text.  Reflect on key ideas and details in a text as evidence for support understanding of text. |  |  |

**Anchor Standard** 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.

**Content** Writing Standards K-5

**Grade Level** 4

**Standard** W.4.10

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 discipline-specific tasks, purposes, and audiences.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify the various purposes for writing.  Identify and understand the various organizational structures related to different genres or purposes for writing. | Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences and the appropriate organizational structure needed for specific audiences and purposes. | Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences. |  |

**Anchor Standard** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Content** Speaking and Listening Standards K-5

**Grade Level** 4

**Standard** SL.4.1.a-d

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;

a. 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;

b. Follow agreed-upon rules for discussions and carry out assigned roles;

c. 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;

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify key ideas from reading material.  Identify ways to listen effectively.  Describe discussion rules and roles.  Know how to pose questions and provide feedback.  Identify key ideas presented during discussion. | Relate information read to discussion topics.  Evaluate implementation of discussion rules and roles.  Formulate questions and responses based on comments made by others during discussion.  Explain the topic using personal ideas, opinions, and reasoning.  Think critically about ideas posed.  Justify responses by providing evidence to support reasoning. | Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts.  Listen actively to discussions and presentations.  Follow agreed-upon rules during discussion.  Carry out assigned roles during discussions.  Pose and respond to specific questions to clarify understanding of discussion or presentation.  Connect comments to the remarks of others.  Express ideas clearly. |  |

**Anchor Standard** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Content** Speaking and Listening Standards K-5

**Grade Level** 4

**Standard** SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Paraphrase information from a text presented orally from a variety of media formats including visual, quantitative, and oral. |  |  |  |

**Anchor Standard** Evaluate a apeaker's point of view, reasoning, and use of evidence and rhetoric.

**Content** Speaking and Listening Standards K-5

**Grade Level** 4

**Standard** SL.4.3

Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify a speaker’s points. | Identify the reasons and evidence that support the speaker’s particular points. |  |  |

**Anchor Standard** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

**Content** Speaking and Listening Standards K-5

**Grade Level** 4

**Standard** SL.4.4

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.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify a topic, a text, facts and descriptive details.  Identify and recall an experience.    Identify clearly pronounced and enunciated words as well as understandable pace. | Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience.  Determine appropriate facts that support main ideas or themes.  Determine relevant descriptive details that support main ideas or themes. | Speak clearly and in an organized manner at an understandable pace while reporting on a topic, telling a story, or recounting an experience using appropriate facts and relevant and descriptive details to support main ideas or themes. |  |

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

**Content** Speaking and Listening Standards K-5

**Grade Level** 4

**Standard** SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify main idea.  Identify theme. | Determine when it is appropriate to enhance main idea or theme in audio. | Add audio recordings to enhance the development of main idea or theme in presentations.  Add visual displays to enhance the development of main idea or theme in presentations. |  |

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

**Content** Speaking and Listening Standards K-5

**Grade Level** 4

**Standard** SL.4.6

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. (See grade 4 Language standards 1 and 3 for specific expectations.)

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify audience, task, and situation.  Identify characteristics of formal and informal speaking. | Distinguish between formal and informal speech.  Analyze situation to determine appropriate speech use (formal English or informal discourse). | Speak using formal English when appropriate to task and situation. |  |

**Anchor Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Content** Language Standards K-5

**Grade Level** 4

**Standard** L.4.1.a-g

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (*who, whose, whom, which, that*), and relative adverbs (*where, when, why*) appropriate to function and purpose in order to apply the conventions of English;

b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses;

c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions;

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);

e. Form and use prepositional phrases;

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons\*;

g. Correctly use frequently confused words (e.g., *to, too, two, there, their)\*.*

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify relative pronouns and adverbs.  Recognize progressive verb tenses and modal auxiliaries/ helping verbs.  Identify prepositional phrases.  Recognize fragments and run-ons.  Identify frequently confused words/homophones. | Demonstrate command of the conventions of standard English grammar and usage when writing.    Use modal auxiliaries to convey various conditions.  Order adjectives according to conventional patterns.  Correct inappropriate fragments and run-ons in sentences. | Demonstrate command of the conventions of standard English grammar and usage when speaking.  Use modal auxiliaries to convey various conditions.  Correct inappropriate fragments. |  |

**Anchor Standard** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Content** Language Standards K-5

**Grade Level** 4

**Standard** L.4.2.a-d

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

a. Use correct capitalization;

b. Use commas and quotation marks to mark direct speech and quotations from a text;

c. Use a comma before a coordinating conjunction in a compound sentence;

d. Spell grade-appropriate words correctly, consulting references as needed.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Apply correct capitalization, punctuation, and spelling when writing.  Use commas and quotation marks in dialogue and when quoting from a text.  Know many of the coordinating conjunctions (e.g., *and, but, for, or, nor, so, yet*) and that they connect two or more independent clauses (grammatically complete statements, questions, or exclamations that could stand alone as full sentences).  Use comma before a coordinating conjunction in a compound sentence.  Recall and apply spelling rules.  Identify and correct misspelled words.  Know procedures for efficiently finding correct spelling.  Consult references as needed. |  |  |  |

**Anchor Standard** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Content** Language Standards K-5

**Grade Level** 4

**Standard** L.4.3.a-c

Use knowledge of language and its conventions when writing, speaking, reading, or listening;

a. Choose words and phrases to convey ideas precisely\*;

b. Choose punctuation for effect\*;

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Recognize the conventions of language for writing, speaking, reading, and listening.  Recognize types of punctuation.    Recognize the fundamentals of formal and informal English. | Apply knowledge of language when writing, reading, and listening.  Apply knowledge of language conventions when writing, reading, and listening.  Choose words and phrases to convey ideas precisely when writing or speaking.  Choose punctuation for effect.  Differentiate between contexts that call for formal or informal English. | Use knowledge of language when speaking.  Use knowledge of language conventions when speaking.  Use words and phrases to convey ideas precisely when speaking. |  |

**Anchor Standard** 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.

**Content** Language Standards K-5

**Grade Level** 4

**Standard** L.4.4.a-c

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;

a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph);

c. 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.

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Identify and define Greek and Latin affixes and roots.  Identify common context clues (e.g., definitions, examples, restatements) in text.  Use common reference materials (e.g., thesaurus, dictionary, and glossary).  Use a pronunciation guide.  Know how to use print and digital reference materials (e.g., dictionaries, glossaries and thesauri) to find pronunciation and determine the meaning of key words and phrases. | Determine the meaning of unknown and multiple-meaning words by examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text) and by using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., *telegraph, photograph, autograph*).  Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. |  |  |

**Anchor Standard** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Content** Language Standards K-5

**Grade Level** 4

**Standard** L.4.5.a-c

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;

b. Recognize and explain the meaning of common idioms, adages, and proverbs;

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Define simple similes and metaphors, common idioms, adages, and proverbs.  Recognize simple similes, metaphors, idioms, adages, and proverbs in context.  Identify synonyms and antonyms. | Explain the meaning of simple similes and metaphors in context, common idioms, adages, and proverbs.  Distinguish between synonyms/ antonyms and similes/metaphors. |  |  |

**Anchor Standard** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing , speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Content** Language Standards K-5

**Grade Level** 4

**Standard** L.4.6

Acquire and accurately use 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., wildlife, conservation, and endangered when discussing animal preservation).

**Learning Targets**

| **Knowledge** | **Reasoning** | **Skill** | **Products** |
| --- | --- | --- | --- |
| Facts and concepts we want students to know. | Use what they know to reason or solve problems. | Use knowledge and reasoning to act skillfully. | Use knowledge, reasoning, and skills to create a concrete product. |
| Acquire grade appropriate general academic and domain-specific words and phrases including those that signal precise actions, emotions, states of being, and are basic to a particular topic. | Use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, states of being, and are basic to a particular topic. |  |  |