

4th Grade ELA Placemat

| Reading Literature | | | | | | | | | |
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| 4.RL.01 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 4.RL.02 - Determine a theme of a story, drama, or poem from details in the text, explain how past events affect future events; summarize the text. | 4.RL.03 - Describe and analyze in depth a character, how a character changes, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | 4.RL.04 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. | 4.RL.05 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. | 4.RL.06 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 4.RL.07 -NA | 4.RL.08 - NA | 4.RL.09 - Compare and contrast the treatment of similar themes, characters (roles, adventures, exploits), topics, time frames, cultures, and patterns of events in stories, myths, and traditional literature from different cultures, as well as, text to world connections. | 4.RL.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; produce evidence of reading |

4.R.2.A.c - (WC Standard) Describe the interaction of characters including their relationships and how they change.

| Reading Informational | | | | | | | | | |
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| 4.RI.01 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text | 4.RI.02 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 4.RI.03 - Use multiple text features to locate information, explain sequence of events, steps needed to carry out a procedure, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text | 4.RI.04 - Determine meanings of general academic and domain-specific words or phrases | 4.RI.05 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text | 4.RI.06 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide. | 4.RI.07 - 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.08 - Explain and support the analysis of how an author uses reasons and evidence to support particular points or to influence the reader in a persuasive text; explain author's purpose | 4.RI.09 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably, as well as, make text to world connection | 4.RI.10 - By the end of the 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; produce evidence of reading |

4.RI.B.c -(WC Standard) Completing analogies

4.R.3.B.a - (WC Standard) Explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography

4.R.3.C.a -(WC Standard) Distinguish fact from opinion in a text and explain how to verify what is fact

Reading Foundations

| 4.RF.B Fluency |
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| <p>4.RF.03 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4.RF.03a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.RF.04 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.RF.04a - Read grade-level text with purpose and understanding.</p> <p>4.RF.04b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.</p> <p>4.RF.04c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> |

| Writing | | | | | |
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| *THESE STANDARDS WILL BE USED WITH EVERY TYPE OF WRITING* | | | | | |
| 4.W.04 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. | | | | | |
| Prewriting | Draft | Reread/Revise | Edit | Produce/Publish/Share | |
| <p>Follow a writing process to plan a first draft</p> <ul style="list-style-type: none"> * Selecting a genre appropriate for conveying the purpose to an intended audience *Formulating questions related to the topic *Accessing prior knowledge or building background knowledge related to the topic *Using a prewriting strategy | <ul style="list-style-type: none"> *Generating a main idea to support a multiple paragraph text using a variety of sentence types, including compound *Establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph *Categorizing, organizing, and sequencing facts, details, and/or events into a text into clear introductory, supporting, and concluding paragraphs *Addressing an appropriate audience | <p>4.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <ul style="list-style-type: none"> • Main idea • Sequence (ideas) • Focus • Beginning/middle/end • Details/facts (from sources, when appropriate) • Word choice • Sentence structure • Transitions • Audience/purpose • Voice | <p>Edit for language conventions</p> <p>4.L.01- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>4.L.02 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>4.W.06 - With 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 command of keyboarding skills to type a minimum of one page, ideally, in a single sitting</p> | |
| Opinion | Informative/Explanatory | Narrative | Research | | |
| <p>4.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>4.W.01a - Introduce the topic or text being studied with an introductory paragraph, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose</p> <p>4.W.01b - Provide reasons that are supported by facts and details</p> <p>4.W.01c - Use transitions to connect opinion and reasons.</p> <p>4.W.01d - Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> | <p>4.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>4.W.02a - Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension</p> <p>4.W.02b - Develop the topic with facts, definitions, details, concrete details, quotations and other information and examples related to the topic</p> <p>4.W.02c - Link ideas within categories of information using words and phrases</p> <p>4.W.02d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.W.02e- Provide a concluding paragraph related to the information or explanation presented</p> | <p>4.W.03 - Write narratives and poems to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences (BME).</p> <p>4.W.03a - Establish setting, situation/topic and introduce a narrator and/or characters; organize an event sequence that unfold naturally.</p> <p>4.W.03b - Use dialogue, motivation, and descriptions of actions, thoughts, and feelings to deep experiences and events or show the response of characters to situations</p> <p>4.W.03c - Use a variety of transitional words and phrases to manage the sequence of events</p> <p>4.W.03d - Use concrete words and phrases and sensory details to convey experiences and events precisely; suited to the topic, audience, and purpose.</p> <p>4.W.03e - Provide a conclusion that follows from the narrated experiences or events</p> | <p>4.W.07 - Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <ul style="list-style-type: none"> *Generate a list of subject appropriate topics *Create a research question relevant to a chosen topic | <p>4.W.08 - Recall relevant information from experiences or gather information from print and digital sources; take brief notes and categorize information, and provide a list of sources</p> <ul style="list-style-type: none"> *Determine the accuracy and relevance of the information gathered *Use organizational features of print and digital sources efficiently to locate information *Convert graphic/visual data into written notes *Differentiate between paraphrasing and plagiarism when using ideas of others *Record bibliographic information from sources according to a standard format *Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria | <p>4.W.09 - Draw evidence from literary or informational texts to support analysis, reflection, and research</p> |
| <p>4.W.2.A.c -(WC Standard) Use specific and accurate words that are related to the topic, audience, and purpose</p> <p>4.W.2.A.d (WC Standard) Contain information using student's original language, except when using direct quotation from a source</p> | <p>4.W.2.B.d - (WC Standard) Contain information using student's original language, except when using direct quotations from a source</p> | | <p>4.W.10 - Write routinely over extended time frame and shorter time frames for a range of discipline specific tasks, purposes, and audiences</p> | | |

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| <p>4.W.2.A.e - (WC Standard) Reference the name of the author(s) or name of the sources used for details or facts included in the text</p> | <p>3.W.2.B.d -(WC Standard) Contain information using student's original language, except when using direct quotation from a source</p> | | | | | | |
| Language | | | | | | | |
| <p>4.L.01 - Demonstrate command of the conventions of expectation English grammar and usage when writing or speaking <i>4.L.01a - use relative pronouns and relative adverbs</i> 4.L.01b - Form and use the progressive verb tenses 4.L.01c -NA 4.L.01d - Order adjectives within sentences according to conventional patterns 4.L.01.e - Form and use prepositional phrases 4.L.01.f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons 4.L.01g- NA</p> | <p>4.L.02 - Demonstrate command of the convention of expectation English capitalization, punctuation, and spelling when writing 4.L.02a - Use correct capitalization 4.L.02.b - Use commas and quotations marks to mark direct speech and quotations from a text 4.L.02.c - Use a comma before a coordinating conjunction in a compound sentence. 4.L.02.d - Spell grade-appropriate words correctly, consulting references as needed (spell words with suffixes by dropping or leaving the final 'e' and spell words ending in the long 'e' sound</p> | <p>4.L.03 - NA</p> | <p>4.L.04 - Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content curricula choosing flexibly from a range of strategies 4.L.04a - Use context as a clue to the meaning of a word or phrase. 4.L.04b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.L.04c - Consult reference materials, both print and digital, to find the syllabication and pronunciation and determine or clarify the precise meaning of keywords and phrases. <i>*4.RL.04 and 4.RI.04 fall under vocabulary too</i></p> | <p>4.L.05 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.L.05a - Explain the meaning of simple similes and metaphors in context. 4.L.05b - Recognize and explain the meaning of common idioms, adages, and proverbs. 4.L.05c-NA</p> | <p>4.L.06 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> | | |
| <p>4.L.1.B.a -(WC Standard) Write legibly 4.L.1.A.d - (WC Standard) Use adverbs in writing (2nd Grade - review) 4.L.1.A.e - (WC Standard) Use subject/verb agreement with 1st, 2nd, and 3rd person pronouns (3rd Grade - review) 4.L.1.A.h -(WC Standard) Produce and expand the complete, simple and compound four types of sentences (1st Grade - review)</p> | <p>4.L.1.A.g -(WC Standard) Recognize the difference between and use coordinating conjunctions and subordinating conjunctions (3rd Grade - review) 4.L.1.B.d - (WC Standard) Capitalize proper adjectives 4.L.1.B.h -(WC Standard) Alphabetize reference sources</p> | | <p>4.R.4.A.a - (WC Standard) Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior. 4.R.4.A.b -(WC Standard) Explaining how various designs techniques used in media influence the message. 4.R.4.A.c -(WC Standard) Comparing various written conventions used for digital media</p> | | | | |
| Speaking and Listening | | | | | | | |
| <p>4.SL.1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 4.SL.1.b - Follow agreed-upon active listening rules for discussions and carry out assigned roles. 4.SL.1.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. 4.SL.1d - Follow agreed-upon rules for discussions and carry out assigned rules</p> | <p>4.SL.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> | <p><i>4.SL.3 - Identify the reasons and evidence a speaker provides to support particular points</i></p> | <p>4.SL.0.4 - 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>4.SL.05 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | <p>4.SL.6 - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation</p> | <p><i>4.SL.1.A.c -(WC Standard) Following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations</i></p> | <p><i>4.SL.3.A.b -(WC Standard) Expressing opinions of read-alouds and independent reading and relating opinion to others</i></p> |

BOLD - Priority Standards

Blue - New wording coming from the NEW MLS

Red - Completely NEW standard from MLS

Green - In the CCSS but not in MLS, BUT we are still going to teach it