

# MCS Fourth Grade MS CCR ELA Standards by Nine Weeks

## First Nine Weeks Standards:

**Reading Literature:** 4.RL.1; 4.RL.3; 4.RL.4; 4.RL.5; 4.RL.9; 4.RL.10

**Reading Informational Text:** 4.RI.1; 4.RI.2; 4.RI.4; 4.RI.8; 4.RI.9; 4.RI.10

**Reading Foundational Skills:** 4.RF.3a; 4.RF.4c

**Writing:** 4.W.1a,b,c,d; 4.W.2,a,b,c,d,e; 4.W.3a,b,c,d,e; 4.W.4; 4.W.5; 4.W.8; 4.W.10

**Speaking and Listening:** 4.SL.1,b,c; 4.SL.2; 4.SL.4; 4.SL.6

**Language:** 4.L.1a,b,c,f,g,h; 4.L.2a,b,c; 4.L.3a,b; 4.L.4b,c; 4.L.5c; 4.L.6

## Second Nine Weeks Standards:

### Review Skills:

**Reading Literature:** 4.RL.1; 4.RL.3; 4.RL.4; 4.RL.5; 4.RL.9; 4.RL.10

**Reading Informational Text:** 4.RI.1; 4.RI.2; 4.RI.4; 4.RI.8; 4.RI.9; 4.RI.10

**Reading Foundational Skills:** 4.RF.3a; 4.RF.4c

**Writing:** 4.W.1a,b,c,d; 4.W.2,a,b,c,d,e; 4.W.3a,b,c,d,e; 4.W.4; 4.W.5; 4.W.8; 4.W.10

**Speaking and Listening:** 4.SL.1,b,c; 4.SL.2; 4.SL.4; 4.SL.6

**Language:** 4.L.1a,b,c,f,g; 4.L.2a,b,c; 4.L.3a,b; 4.L.4b,c; 4.L.5c; 4.L.6

### New Skills:

**Reading Literature:** 4.RL.2; 4.RL.6; 4.RL.7

**Reading Informational Text:** 4.RI.3; 4.RI.5; 4.RI.6; 4.RI.7

**Reading Foundational Skills:** 4.RF.4a,b

**Writing:** 4.W.6; 4.W.7; 4.W.9a,b

**Speaking and Listening:** 4.SL.1,a,d; 4.SL.3; 4.SL.5

**Language:** 4.L.2d; 4.L.3c; 4.L.4a; 4.L.5a,b

## Third Nine Weeks Standards:

### Review Skills:

**Reading Literature:** 4.RL.1; 4.RL.2; 4.RL.3; 4.RL.4; 4.RL.5; 4.RL.6; 4.RL.7; 4.RL.9; 4.RL.10

**Reading Informational Text:** 4.RI.1; 4.RI.2; 4.RI.3; 4.RI.4; 4.RI.5; 4.RI.6; 4.RI.7; 4.RI.8; 4.RI.9; 4.RI.10

**Reading Foundational Skills:** 4.RF.3a; 4.RF.4a,b,c

**Writing:** 4.W.1a,b,c; 4.W.2,a,b,c,d,e; 4.W.3a,b,c,d,e; 4.W.4; 4.W.5; 4.W.6; 4.W.7; 4.W.8; 4.W.9a,b ; 4.W.10

**Speaking and Listening:** 4.SL.1,a,b,c,d; 4.SL.2; 4.SL.3; 4.SL.4; 4.SL.5; 4.SL.6

**Language:** 4.L.1a,b,c,f,g; 4.L.2a,b,c,d; 4.L.3a,b,c; 4.L.4a,b,c; 4.L.5a,b,c; 4.L.6

## Fourth Nine Weeks Standards:

### Review Skills:

**Reading Literature:** 4.RL.1; 4.RL.2; 4.RL.3; 4.RL.4; 4.RL.5; 4.RL.6; 4.RL.7; 4.RL.9; 4.RL.10

**Reading Informational Text:** 4.RI.1; 4.RI.2; 4.RI.3; 4.RI.4; 4.RI.5; 4.RI.6; 4.RI.7; 4.RI.8; 4.RI.9; 4.RI.10

**Reading Foundational Skills:** 4.RF.3a; 4.RF.4a,b,c

**Writing:** 4.W.1a,b,c; 4.W.2,a,b,c,d; 4.W.3a,b,c,d,e; 4.W.4; 4.W.5; 4.W.6; 4.W.7; 4.W.8; 4.W.9a,b ; 4.W.10

**Speaking and Listening:** 4.SL.1,a,b,c,d; 4.SL.2; 4.SL.3; 4.SL.4; 4.SL.5; 4.SL.6

**Language:** 4.L.1a,b,c,f,g; 4.L.2a,b,c,d; 4.L.3a,b; 4.L.4a,b,c; 4.L.5a,b,c; 4.L.6

### New Skills:

**Writing:** 4.W.1d

**Language:** 4.L.1d,e; 4.L.3d

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Read closely 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.	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1* 2 3* 4* 1 2* 3* 4* 1* 2* 3* 4*	I can identify details. I can draw inferences when reading. I can retell a text.	<p>Fourth grade students should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Can you tell me the reasons why the character said ... in the story? Show me where you linked your thinking to the text.</li> <li>• What are the most important events that happened in the story? How do you know?</li> <li>• What is the theme of this text?</li> <li>• Summarize the story from beginning to end in a few sentences.</li> <li>• Can you tell me how the character is feeling in this part of the story? Explain why the character is feeling this way.</li> </ul>
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas.	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2 3* 3 4* 3 4*	I can determine the theme of a story. I can determine the theme of a drama. I can determine the theme of a poem.	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4.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).	1* 2* 3* 4* 3 4* 1* 2* 3* 4* 3* 4*	I can describe a character (e.g. thoughts, words, actions) in depth in a... 1. Story 2. Drama I can describe a setting in depth in a... 1. Story 2. Drama I can describe conflict and	

		1 2* 3* 4* 3 4*	solution in depth in a .... 1. Story 2. Drama	
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word Choices shape meaning or tone.	4.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., Herculean).	1 2 3 4* 3 4*	I can determine meaning of words and phrases in a text.  I can read mythology and apply the meaning of words to help identify the character.	Students will continue to tell the meaning of words and phrases in a text and focus specifically on mythological characters. Students must tell the differences between poems, drama, and prose using structural elements to create an oral or written response to a text. Students will find the similarities and differences in the narration between a story written in first person and a story written in third person point of view. Use questions and prompts such as: <ul style="list-style-type: none"> <li>• What do you do when you come to words or phrases you do not know? (use context)</li> <li>• Can you tell me what is different about these kinds of texts? What is the same?</li> <li>• Think about what you read. Who is telling the story?</li> <li>• Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different?</li> </ul>
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.	4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or	1 2* 3* 4* 3* 4* 1 2* 3* 4*	I can reference the structural elements of a... 1. Poem (verse, rhythm, meter) 2. Drama (casts, settings, descriptions, dialogue, stage directions)  I can write or speak the structural elements of a... 1. Poem 2. Drama  I can compare and contrast between poems, dramas, and proses.	

	speaking about a text.			
Assess how point of view or purpose shapes the content and style of a text.	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	2 3* 4*	I can compare and contrast point of view.	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	4.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.	3 4*  3 4*	I can make connections between the text of a story or drama and a visual or presentation of the same text (e.g. comparing book to play)  I can determine the mirror descriptions found between multiple versions of a story.	Students at this level must link the reading of the text in a story to listening or viewing the same story. They will make connections by comparing what they read to what they visualized and heard. Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature. Use questions and prompts such as: <ul style="list-style-type: none"> <li>• What is the same about how the story is presented visually (illustrations) and in writing? What is different?</li> <li>• What happened to the characters that is the same? What happened that is different?</li> <li>• How did characters solve problems in different ways across texts?</li> <li>• How are the plots the same or different across texts?</li> </ul>
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.	4.RL.8 (Not applicable to literature)			
Analyze how two or more texts address	4.RL.9 Compare and contrast the		I can compare and contrast similar themes and topics (good	

similar themes or topics in order to build knowledge or to compare the approaches the authors take.	treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	1 2* 3* 4* 1 2* 3* 4* 1 2* 3* 4* 1 2* 3* 4*	and evil) from different cultures in... 1. Stories 2. Myths 3. Traditional Literature  I can identify patters of events (sequencing the quest) from different culture in... 1. Stories 2. Myths 3. Traditional Literature	
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Read and comprehend complex literary and informational texts independently and proficiently.	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.	1* 2* 3* 4* 1* 2* 3* 4* 3* 4* 1 2* 3* 4* 1 2* 3* 4* 1 2* 3* 4*	I can read literature in the grade levels 4-5 in... 1. Stories 2. Dramas 3. Poetry  I can comprehend literature in the grade levels 4-5 in... 1. Stories 2. Dramas 3. Poetry	Fourth grade students are capable of reading and understanding a variety of literature in grades 4-5 with assistance provided at the higher end. “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase“ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.”
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**Reading: Informational Text** **4.RI**

<b>CCR Anchor Standard</b>	<b>MS CCR Standard</b>	<b>Mastery</b>	<b>“I Can” Statements</b>	<b>Clarifications</b>
Read closely to determine what the text	4.RI.1 Refer to details and	1 2 3* 4*	I can identify details.	Fourth grade students are required to refer to specific examples when explaining the text and drawing

<p>says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1 2 3 4* 2 3* 4*</p>	<p>I can draw inferences. I can retell a text.</p>	<p>conclusions. Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words. At this level, students tell how or why historical events, scientific ideas or “how to” procedures happened and use the text to support their answers. Use questions and prompts such as:</p>
<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details;</p>	<p>1 2* 3* 4* 1* 2* 3* 4* 2 3* 4*</p>	<p>I can determine the main idea. I can justify and support the main idea with key details. I can summarize the text.</p>	<ul style="list-style-type: none"> <li>• What is the main idea of this text? How do you know?</li> <li>• What are the important ideas in this text? Show where you found them in the text.</li> <li>• Summarize the text from beginning to end in a few sentences.</li> <li>• Which step comes first? After that?</li> <li>• What happened first? What happened after that?</li> <li>• Can you tell me how these ideas are the same? Can you tell me how they are different?</li> <li>• Think about these historical events. Tell how they are connected</li> </ul>
<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>4.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>3 4* 3 4* 3 4*</p>	<p>I can explain events or procedures in a historical, scientific, or technical text. I can explain ideas or concepts in a historical, scientific, or technical text. I can justify what happened and why based on the text.</p>	
<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning</p>	<p>4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or</p>	<p>1* 2* 3* 4*</p>	<p>I can determine the meaning of vocabulary words and phrases using context clues.</p>	<p>Fourth grade students continue to find the meanings of general vocabulary words specific to fourth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text. At this level, students are required to find the similarities and differences in perspectives (first and second hand) about the same event or subject. They will give descriptions about how the information is presented for each perspective.</p>

or tone.	subject area.			Use questions and prompts such as:
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.	4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	3* 4*	I can describe the text structures (chronology, comparison, cause/effect, and problem/solution).	<ul style="list-style-type: none"> <li>• What do you do when you come to words you do not know? (glossary, use context)</li> <li>• What features in the text help you find important information about what you are reading?</li> <li>• How is the information presented/organized in this text?</li> <li>• What does the author want the reader to understand about this text?</li> <li>• What is the author emphasizing mostly in the firsthand account? What is the author emphasizing in the secondhand account?</li> </ul>
Assess how point of view or purpose shapes the content and style of a text.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	1 2* 3* 4*	<p>I can compare and contrast firsthand and secondhand events or topics.</p> <p>I can describe the differences of the informational text provided.</p>	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	4.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	3* 4*  3* 4*	<p>I can interpret information from charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages.</p> <p>I can explain the way the information is presented; contributes to the understanding.</p>	
				<p>Fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• How does the diagram/image help you understand what you are reading?</li> <li>• Can you find the reasons the author gives for</li> </ul>



	explain how the information contributes to an understanding of the text in which it appears.			his/her thinking? <ul style="list-style-type: none"> <li>• What is the same about the points presented in these texts? What is different?</li> <li>• Look at these two texts about the same topic. Can you find the important information from both texts to add to your notes? Can you tell me about the important ideas you found in each text?</li> </ul>
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.	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	1* 2* 3* 4*  1 2 3* 4*	I can justify the author's purpose.  I can use evidence to support my reasoning.	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	1 2 3 4*	I can use multiple text to present (write or speak) information on a specific topic.	
Read and comprehend complex literary and informational texts independently and proficiently.	4.RI.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	1 2* 3* 4* 1 2* 3* 4* 1 2* 3* 4*	I can read information text in the grade levels 4-5 in... 1. History 2. Science 3. Technical text  I can comprehend information text in the grade levels 4-5 in... 1. History 2. Science 3. Technical text	Students are required to read and understand a wide range of informational texts within the fourth to fifth grade text level efficiently, with assistance as needed at the higher end, by the end of the year. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase“ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the

	end of the range.			habits of reading independently and closely, which are essential to their future success.”
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**Reading: Foundational Skills** 4.RF

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
	4.RF.1 Not Applicable at 4 <sup>th</sup> Grade			
	4.RF.2 Not Applicable at 4 <sup>th</sup> Grade			
	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	1    2    3    4*	I can decode words applying grade level phonics (including syllables and affixes).	<p>Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words. Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Does that sound right?</li> <li>• Does that look right?</li> <li>• Does that make sense?</li> <li>• Look at the word, does it look like ...?</li> <li>• You said ...does it look like ...?</li> </ul>
	4.RF.4 Read with sufficient accuracy and			Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention

	<p>fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3* 4*</p> <p>1 2 3* 4*</p> <p>3 4*</p>	<p>I can read fluently on level to support comprehension (including prose and poetry).</p> <p>I can read fluently on level to support comprehension (including prose and poetry).</p> <p>I can self-correct word recognition by using context clues and reread as necessary.</p>	<p>on the meaning of the text. Readers at this stage reread texts as needed to support understanding. Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Make your reading sound like the characters are talking.</li> <li>• Go back and reread when it doesn't sound or look like you think it should.</li> </ul>
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**Writing** **4.W**

<b>CCR Anchor Standard</b>	<b>MS CCR Standard</b>	<b>Mastery</b>	<b>“I Can” Statements</b>	<b>Clarifications</b>
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			Fourth grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students also build their argument by linking their ideas together. At this level, students are using a variety of sentence structures and more complex sentences. They are

	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.	1	2*	3*	4*	I can construct persuasive paragraphs with reasons and information.	<p>developing the use of more complex linking phrases like (for instance, in order to, in addition). Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, fourth grade students need to be able to choose precise vocabulary in their writing that clarifies their thinking about a topic.</p> <p>Fourth grade students are required to include both an introduction and a concluding statement or section in their writing. Students need to use strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together. Fourth grade students write informative/ explanatory pieces. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Fourth grade students write real and imaginative stories and students are expected to use description to show characters’ thoughts and feelings as well as the details of characters’ interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</p>
				3*	4*	I can construct persuasive essays with reasons and information.	
		1*	2*	3*	4*	I can write an introduction sentence to a topic.	
		1	2	3*	4*	I can write an introduction paragraph to a topic	
		1*	2*	3*	4*	I can organize my thoughts accordingly while brainstorming.	
	b. Provide reasons that are supported by facts and details.	1	2	3*	4*	I can support reasons with facts and details.	
	c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	1	2*	3*	4*	I can carry out transition words or phrases to link opinions and reasoning.	
	d. Provide a concluding statement or section related to the opinion presented.	1*	2*	3*	4*	I can write a conclusion sentence linking to the opinion.	
		1	2	3*	4*	I can write a conclusion paragraph linking to the opinion.	
Write informative/ explanatory texts to examine and convey	4.W.2 Write informative/explanatory texts to	1	2*	3*	4*	I can construct informative/explanatory paragraph.	

<p>complex ideas and information clearly and accurately through the effective selection organization, and analysis of content.</p>	<p>examine a topic and convey ideas and information clearly.</p>	<p>1    2    3*    4*</p>	<p>I can construct informative/explanatory essay.</p>	
	<p>a. 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.</p>	<p>1*    2*    3*    4*</p>	<p>I can write an introduction sentence to the topic and support with information (formatting, illustrations, and multimedia).</p>	
	<p>include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>1    2    3*    4*</p>	<p>I can write an introduction paragraph to the topic and support with information (formatting, illustrations, and multimedia).</p>	
	<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>1    2    3*    4*</p>	<p>I can develop the topic with facts, definitions, concrete details, or quotations.</p>	
	<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>1*    2*    3*    4*</p>	<p>I can carry out transition words or phrases to link ideas together.</p>	

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>1* 2* 3* 4*</p> <p>1* 2 3* 4*</p> <p>1 2 3* 4*</p>	<p>I can use vivid language and grade level vocabulary in my writing.</p> <p>I can write a conclusion sentence linking to the topic.</p> <p>I can write a conclusion paragraph linking to the topic.</p>	
<p>Write narratives to develop real or imagined events using effective technique, well-chosen details, and well- structured sequence.</p>	<p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can construct narrative paragraph in the correct sequence and using descriptive details</p> <p>I can construct narrative essay in the correct sequence and using descriptive details.</p> <p>I can write an introduction sentence.</p>	

		1	2	3*	4*	I can write an introduction paragraph while establishing a situation.	
	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	1	2*	3*	4*	I can use dialogue and descriptions to develop the characters and their experiences	
	c. Use a variety of transitional words and phrases to manage the sequence of events.	1*	2*	3*	4*	I can carry out transition words or phrases for sequencing.	
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	1	2*	3*	4*	I can illustrate vivid language and grade level vocabulary in my writing.	
	e. Provide a conclusion that follows from the narrated experiences or events.	1*	2*	3*	4*	I can write a conclusion sentence linking to events from the narrative.	
		1	2*	3*	4*	I can write a conclusion paragraph linking to events from the narrative.	

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>4.W.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.)</p>	<p>1 2* 3* 4*</p> <p>1 2 3* 4*</p> <p>2 3* 4*</p>	<p>I can understand the prompt and develop writing appropriately in a paragraph.</p> <p>I can understand the prompt and develop writing appropriately in an essay.</p> <p>I can produce writing with a specific audience in mind.</p>	<p>Fourth grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer’s designated reason for writing) should be reflected in the student’s organization and development of a topic. With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).</p> <p>Students in fourth grade are developing strategies with peers and adults to use digital tools. At this grade level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fourth grade students are required to be proficient in keyboarding skills (typing at least one page in a single sitting).</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p>4.W.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</p>	<p>1 2 3* 4*</p>	<p>I can implement planning, revising, and editing with guidance and support from peers.</p>	



	standards 1–3 up to and including grade 4 on pages 28 and 29.)			
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	4.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.	3 4*	I can publish my writing using technology (keyboard skills – minimum of one page in a single sitting).	
Conduct short as well as more sustained research project based on focused questions demonstrating understanding of the subject under investigation.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	3* 4*	I can investigate the different aspects of a topic (short research project).	Fourth grade students are required to research a topic through investigation. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic. Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories and list the sources they used.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	4.W.8 Recall relevant information from experiences or gather relevant information from print and	1 2* 3* 2 3* 4*	I can recall information from experiences or print to aid with the writing process. I can generate notes and categorize information from the sources presented	Fourth grade students use strategies for reading literary and information text as they investigate topics. When reading literary texts, fourth grade students have to refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students continue to determine a theme

	digital sources; take notes and categorize information, and provide a list of sources.			and expand this work to other genres. They are required to refer to the text to describe various story elements.
Draw evidence from literary or informational texts to support analysis, Reflection and research.	<p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses</p>	<p>3 4*</p> <p>2 3* 4*</p> <p>2 3* 4*</p>	<p>I can draw evidence from literary or informational text to support reflection and research.</p> <p>I can describe the characters’ trait (applying 4.RL.3) in depth in my writing.</p> <p>I can explain the author’s purpose (applying 4.RI.8) in my writing.</p>	<p>When reading informational texts, fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</p>

	reasons and evidence to support particular points in a text).			
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 )	4.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 discipline-specific tasks, purposes, and audiences.	1 2 3 4*	I can perform on level writing task routinely over extended time frames and shorter time frames.	Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.

**Speaking and Listening** SL.4

<b>CCR Anchor Standard</b>	<b>MS CCR Standard</b>	<b>Mastery</b>	<b>“I Can” Statements</b>	<b>Clarifications</b>
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.	4.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			Students in grade four will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers’ idea, sharing the floor, etc). Fourth grade students will also paraphrase portions of a text read aloud or

<p>expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key</p>	<p>1* 2* 3* 4*</p> <p>2 3* 4*</p> <p>2 3 4*</p> <p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can engage effectively in collaborative discussions.</p> <p>I can build on others' ideas and express my own ideas.</p> <p>I can independently prepare for discussions with my peers over the assigned topic.</p> <p>I can carry out assigned roles in discussions (literature circles).</p> <p>I can pose (ask) and respond to questions to help clarify the information discussed.</p>	<p>information presented in multiple formats. Fourth grade students should be able to identify the reasons a speaker provides to support points. This can be done through listening, questioning, and gathering information for a deeper understanding of a topic.</p>
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	ideas expressed and explain their own ideas and understanding in light of the discussion.	2 3* 4*	I can summarize the discussion.	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally.	1* 2* 3* 4*	I can paraphrase a text read aloud orally.	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	2 3* 4*	I can identify the reasons and evidence a speaker provides to support their reasoning.	
Present information, findings and supporting evidence, such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose, and audience.	4.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	3 4* 1* 2* 3* 4* 1* 2* 3* 4*	I can report on a topic or text using appropriate facts and descriptive details. I can tell a story using descriptive details to support the main idea or theme. I can share an experience in an organized manner.	While adept at reporting on a topic or text, telling a story, or recounting an event, fourth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fourth graders will do so at an appropriate <i>pace</i> . Attention to details to support main ideas or themes is important in fourth grade. Students in the fourth grade will combine audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes. Students in the fourth grade should be exposed to a numerous variety of speaking tasks so they will be able

	ideas or themes; speak clearly at an understandable	1* 2* 3* 4*	I can speak clearly at an understandable pace.	to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse.
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation.	4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	3 4*	I can enhance presentations by adding audio and visual displays that support the main idea or theme.	
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	4.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. (See grade 4 Language	1* 2* 3* 4*	I can determine when to appropriately use formal and informal English.	

	standards 1 on pages 28 and 29 for specific expectations.)			
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Language 4.L

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	1 2* 3*	I can use relative pronouns (who, whose, whom, which, that).	An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” Fourth grade student must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include relative pronouns and adverbs, progressive verb tenses, prepositional phrases, and more complex, complete sentences. Wiconventions, students are adept at ending punctuation, comma usage, and appropriate use of capitalization. Students at this level are spelling grade level words appropriately and consulting reference materials for spelling as needed.
	a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	1 2 3*	I can use relative adverbs (where, when, why).	
	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	1 2* 3* 4*	I can form progressive verb tenses.  I can use progressive verb tenses.	
		1* 2* 3* 4*	I can use auxiliaries (helping) verbs.	

	<p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>2 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1 2 3 4</p> <p>1 2* 3* 4*</p>	<p>I can order adjectives within the sentences (e.g. a small red bag rather than a red small bag).</p> <p>I can form and use prepositional phrases.</p> <p>I can produce complete sentences and correct inappropriate fragments and run-ons.</p> <p>I can correctly use frequently confused words (homophones – to, too, two, there, their).</p>	
<p>Demonstrate command of the conventions of standard English</p>	<p>4.L.2 Demonstrate command of the</p>			



<p>capitalization, punctuation, and spelling when writing.</p>	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed</p>	<p>1 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can apply correct capitalization.</p> <p>I can apply commas in quotation marks and quotations from a text.</p> <p>I can generate a comma before a coordinating conjunction in a compound sentence.</p> <p>I can spell grade appropriate words correctly, consulting references as needed.</p>	
<p>Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more</p>	<p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>			

<p>fully when reading or listening.</p>	<p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>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).</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>2 3 4</p>	<p>I can generate a sentence to convey ideas precisely.</p> <p>I can choose punctuation for appropriate situations.</p> <p>I can differentiate between formal (e.g. presenting ideas) and informal (e.g. small group) language.</p>	
<p>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>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context</p>	<p>2 3* 4*</p>	<p>I can clarify the meaning using</p>	<p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring the meaning of simple similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and</p>

	<p>(e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. 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>).</p> <p>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.</p>	<p>1 2 3 4*</p> <p>1* 2* 3* 4*</p>	<p>context clues of multiple meaning words.</p> <p>I can execute the meaning of Greek and Latin affixes and roots of grade appropriate words.</p> <p>I can consult reference materials (e.g. dictionaries, glossaries, thesauruses) to convey meaning of key words and phrases.</p>	<p>developing print and digital reference use (glossary, dictionary, and thesaurus).  “Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.” “General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.” “Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.”</p>
<p>5 Demonstrate understanding of word relationships and nuances in word relationships.</p>	<p>4.L.5  Demonstrate understanding of figurative language, word</p>			

	relationships, and nuances in word meanings.					
	a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	2	3*	4*	I can explain the meaning of similes and metaphors based on context.	
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	2*	3*	4*	I can 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 (synonym).	1*	2*	3*	4*	I can relate words to their antonyms and synonyms.
Acquire and use a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and	4.L.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases,	1	2	3	4*	I can accurately apply grade level grammar.
				3	4*	I can signal actions, emotions, or states of being with a particular topic.

<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) 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>			
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