



JC Schools 4th Grade Yearly ELA Standards

Units:		1	2	3	4	5	6	7	8
Reading Foundations									
Phonics	4.RF.3.A.a		X	X		X		X	X
	4.RF.3.A.b		X	X		X		X	X
Reading (Literary and Informational)									
Comprehension	4.R.1.A.a/b	X	X	X	X	X		X	X
Vocabulary	4.R.1.B.a		X			X		X	X
	4.R.1.B.b	X				X		X	X
	4.R.1.B.d	X		X	X	X	X	X	
	4.R.1.B.f	X	X	X	X	X	X	X	X
Indep. Reading	4.R.1.D.a/b	X	X	X	X	X	X	X	X
Fiction	4.R.2.A.a	X		X			X	X	X
	4.R.2.A.c						X	X	X
	4.R.2.A.e			X			X		
NF Text Feat.	4.R.3.A.a		X			X		X	
	4.R.3.A.c		X			X			
NF Literary Tech.	4.R.3.B.b		X			X			
	4.R.3.B.c		X			X			
NF Text Struc.	4.R.3.C.b	X	X			X		X	
Speaking and Listening									
Listen. for Purp.	4.SL.1.A.b	X	X	X	X	X	X	X	X
Language									
Grammar	4.L.1.A.h		X			X			
Punctuation & Capitalization	4.L.1.B.c								X
	4.L.1.B.e	X	X	X	X	X	X	X	X
Writing									
Drafting	4.W.1.B	X				X			
Revising/ Editing	4.W.1.C.a	X	X	X		X	X	X	X
	4.W.1.C.b		X			X	X	X	X
Opinion	4.W.2.A		X		X			X	
Informative/ Explanatory	4.W.2.B		X			X		X	
Narrative	4.W.2.C	X		X			X		X
Research Process	4.W.3.A.c		X		X	X		X	
	4.W.3.A.g		X			X		X	

Unit 1 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p>4.R.1.A.a,b Develop and demonstrate reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <p>4.R.1.B.b,d,f Develop an understanding of vocabulary by: b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words d. identifying the meaning of common idioms and figurative language f. using conversational, general academic, and domain-specific words and phrases</p> <p>4.R.1.D.a,b Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading</p> <p>4.R.2.A.a Read, infer, analyze, and draw conclusions (using fiction) to: a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</p> <p>4.R.3.C.b Read, infer, and draw conclusions (using text structures in nonfiction) to: b. explain explicit and implicit relationships among ideas in texts</p> <p>4.W.1.B.a-d Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text,</p>	<p>4.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension: a. use context to confirm or self-correct word recognition and understanding rereading as necessary</p> <p>4.R.1.A.c Develop and demonstrate (comprehension) reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>4.R.1.B.c Develop an understanding of vocabulary by: c. completing analogies</p> <p>4.R.1.C.a,b Explain relevant connections between: a. text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text-to-world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <p>4.R.2.A.b Read, infer, analyze, and draw conclusions (using fiction) to: b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>4.R.3.B.a Read, infer, and draw conclusions (using literary techniques in nonfiction) to: a. 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</p> <p>4.R.3.C.d Read, infer, and draw conclusions (using text structures in nonfiction) to:</p>

using a variety of sentence types, including compound
b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
d. addressing an appropriate audience

4.W.1.C.a

Reread, revise, and edit drafts with assistance to:

a. develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

4.W.2.C.a-e

Write fiction or non-fiction narratives and poems that:

a. establish a setting and situation/topic and introduce a narrator and/or characters

b. use narrative techniques, such as dialogue, motivation, and descriptions

c. organize an event sequence that unfolds naturally to establish a beginning/middle/end

d. use a variety of transitions to manage the sequence of events

e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

4.L.1.B.e

In written text:

e. use correct capitalization

4.SL.1.A.b

Develop and apply effective listening skills and strategies in formal and informal settings by:

b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

d. compare and contrast a firsthand and secondhand account of the same event or topic

4.L.1.B.a,b

In written text:

a. write legibly

b. punctuate a dialogue between two or more characters

4.SL.1.A.a,c

Develop and apply effective listening skills and strategies in formal and informal settings by:

a. following, generating, and justifying classroom listening rules

c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations

4.SL.2.A.a

Develop and apply effective listening skills and strategies (for entertainment) in formal and informal settings by:

a. generating and following active listening rules, according to classroom expectations

Unit 2 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p>4.RF.3.A.a,b Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula</p> <p>4.R.1.A.a,b Develop and demonstrate (comprehension) reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <p>4.R.1.B.a,f Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes f. using conversational, general academic, and domain-specific words and phrases</p> <p>4.R.1.D.a,b Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading</p> <p>4.R.3.A.a,c Read, infer, and draw conclusions (using text features in nonfiction) to:</p>	<p>4.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension: a. use context to confirm or self-correct word recognition and understanding rereading as necessary</p> <p>4.R.1.A.c Develop and demonstrate (comprehension) reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>4.R.3.A.b Read, infer, and draw conclusions (using text features in nonfiction) to: b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure</p> <p>4.R.3.C.a,c Read, infer, and draw conclusions using text structures in nonfiction to: a. distinguish fact from opinion in a text and explain how to verify what is a fact c. explain the author's purpose</p> <p>4.W.3.A.b,d-f Apply research process to use information from a variety of sources: b. create a research question to address relevant to a chosen topic d. use organizational features of print and digital sources efficiently to locate information e. convert graphic/visual data into written notes f. determine the accuracy of the information gathered</p> <p>4.L.1.A.b,d,i In speech and written form, apply standard English grammar to: b. use and order adjectives within sentences to conventional patterns d. use adverbs in writing f. use prepositions correctly in a sentence</p>

<p>a. use multiple text features to locate information and gain an overview of the contents of text</p> <p>c. interpret and explain factual information presented graphically</p> <p>4.R.3.B.b,c</p> <p>Read, infer, and draw conclusions (using literary techniques in nonfiction) to:</p> <p>b. analyze, make inferences, and draw conclusions about a persuasive text- use evidence from the text to explain the author's purpose, and support the analysis</p> <p>c. explain how an author uses language to present information to influence what the reader thinks or does</p> <p>4.R.3.C.b</p> <p>Read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <p>b. explain explicit and implicit relationships among ideas in texts</p> <p>4.W.1.C.a,b</p> <p>Reread, revise, and edit drafts with assistance to:</p> <p>a. develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice</p> <p>b. edit for language conventions</p> <p>4.W.2.A.a-g</p> <p>Write opinion texts that:</p> <p>a. introduce a topic or text being studied, using an introductory paragraph</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language, except when using quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason</p>	<p>i. correct sentence fragments and run-on sentences in writing</p> <p>4.L.1.B.d</p> <p>In written text:</p> <p>d. capitalize proper adjectives</p> <p>4.SL.3.A.a,b</p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group (in collaborative discussions) by:</p> <p>a. contributing to the discussion after listening to others' ideas, according to classroom expectations</p> <p>b.expressing opinions of read-alouds and independent reading and relating opinion to others</p>
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<p>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p>4.W.2.B.b,c</p> <p>Write informative/explanatory texts that:</p> <p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p> <p>c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <p>4.W.3.A.c,g</p> <p>Apply research process to use information from a variety of sources:</p> <p>c. identify a variety of relevant sources, literary and informational</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>4.L.1.A.h</p> <p>In speech and written form, apply standard English grammar to:</p> <p>h. produce and expand the complete simple and compound four types of sentences</p> <p>4.L.1.B.e</p> <p>In written text:</p> <p>e. use correct capitalization</p> <p>4.SL.1.A.b</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others</p>	
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Unit 3 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
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<p>4.RF.3.A.a,b Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula</p> <p>4.R.1.A.a,b Develop and demonstrate (comprehension) reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <p>4.R.1.B.d,f Develop an understanding of vocabulary by: d. identifying the meaning of common idioms and figurative language f. using conversational, general academic, and domain-specific words and phrases</p> <p>4.R.1.D.a,b Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading</p> <p>4.R.2.A.a,e Read, infer, analyze, and draw conclusions (using fiction) to: a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person</p> <p>4.W.1.C.a Reread, revise, and edit drafts with assistance to: a. develop and strengthen writing by revising main idea,</p>	<p>4.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension: a. use context to confirm or self-correct word recognition and understanding rereading as necessary</p> <p>4.R.1.C.a,b Explain relevant connections between: a. text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text-to-world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <p>4.R.2.B.a Read, infer, analyze, and draw conclusions (using poetry) to: a. explain structural elements of poetry</p> <p>4.R.3.B.a Read, infer, and draw conclusions (using literary techniques in nonfiction) to: a. 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</p> <p>4.L.1.A.c In speech and written form, apply standard English grammar to: c. use progressive verbs to show past, present, and future</p> <p>4.SL.2.A.a Develop and apply effective listening skills and strategies (for entertainment) in formal and informal settings by: a. generating and following active listening rules, according to classroom expectations</p> <p>4.SL.A.a,c-f Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. paraphrasing portions of a text read aloud or information presented in diverse media and formats c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media</p>
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<p>sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice</p> <p>4.W.2.C.a-e</p> <p>Write fiction or nonfiction narratives and poems that:</p> <p>a. establish a setting and situation/topic and introduce a narrator and/or characters</p> <p>b. use narrative techniques, such as dialogue, motivation, and descriptions</p> <p>c. organize an event sequence that unfolds naturally to establish a beginning/middle/end</p> <p>d. use a variety of transitions to manage the sequence of events</p> <p>e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <p>4.L.1.B.e</p> <p>In written text:</p> <p>e. use correct capitalization</p> <p>4.SL.1.A.b</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others</p>	<p>e. speaking with expression and fluency</p> <p>f. adjusting formal/informal language according to context and topic</p>
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Unit 4 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
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<p>4.R.1.A.a,b Develop and demonstrate (comprehension) reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <p>4.R.1.B.d,f Develop an understanding of vocabulary by: d. identifying the meaning of common idioms and figurative language f. using conversational, general academic, and domain-specific words and phrases</p> <p>4.W.2.A.a-c Write opinion texts that: a. introduce a topic or text being studied, using an introductory paragraph b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details c. use specific, relevant, and accurate words that are related to the topic, audience, and purpose</p> <p>4.W.3.A.c Apply research process to use information from a variety of sources: c. identify a variety of relevant sources, literary and informational</p> <p>4.L.1.B.e In written text: e. use correct capitalization</p>	<p>4.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension: a. use context to confirm or self-correct word recognition and understanding rereading as necessary</p> <p>4.R.3.A.b Read, infer, and draw conclusions (using text features in nonfiction) to: b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure</p> <p>4.R.3.C.a Read, infer, and draw conclusions to: a. distinguish fact from opinion in a text and explain how to verify what is a fact</p> <p>4.W.3.A.d Apply research process to use information from a variety of sources: d. use organizational features of print and digital sources efficiently to locate information</p> <p>4.SL.4.A.b,f Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: b. use efficient presentation skills with available resources f. adjusting formal/informal language according to context and topic</p>
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Unit 5 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards

4.RF.3.A.a,b

Develop phonics in the reading process by:

- a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- b. reading root words, prefixes, and suffixes and important words from specific content curricula

4.R.1.A.a,b

Develop and demonstrate (comprehension) reading skills in response to text by:

- a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- b. drawing conclusions by providing textual evidence of what the text says explicitly

4.R.1.B.a,b,d,f

Develop an understanding of vocabulary by:

- a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes
- b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
- d. identifying the meaning of common idioms and figurative language
- f. using conversational, general academic, and domain-specific words and phrases

4.R.1.D.a,b

Read independently for multiple purposes over sustained periods of time by:

- a. reading text that is developmentally appropriate
- b. producing evidence of reading

4.R.3.A.a,c

Read, infer, and draw conclusions (using text features in nonfiction) to:

- a. use multiple text features to locate information and gain an overview of the contents of text

4.RF.4.A.a

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension:

- a. use context to confirm or self-correct word recognition and understanding rereading as necessary

4.W.3.A.a,b,d-f,h,i

Apply research process to use information from a variety of sources:

- a. generate a list of subject-approved topics
- b. create a research questions relevant to a chosen topic
- d. use organizational features of print and digital sources efficiently to locate information
- e. convert graphic/visual data into written notes
- f. determine the accuracy of the information gathered
- h. record bibliographic information from sources according to standard format
- i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria

4.L.1.A.b

In speech and written form, apply standard English grammar to:

- b. use and order adjectives within sentences to conventional patterns

4.L.1.B.b,h,i

In written text:

- b. punctuate a dialogue between two or more characters
- h. alphabetize reference sources
- i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and spell accurately unfamiliar multisyllabic words in context

c. interpret and explain factual information presented graphically
4.R.3.B.b,c

Read, infer, and draw conclusions (using literary techniques in nonfiction) to:

b. analyze, make inferences, and draw conclusions about a persuasive text- use evidence from the text to explain the author's purpose, and support the analysis

c. explain how an author uses language to present information to influence what the reader thinks or does

4.R.3.C.b

Read, infer, and draw conclusions (using text structures in nonfiction) to:

b. explain explicit and implicit relationships among ideas in texts

4.W.1.B.a-d

Appropriate to genre type, develop a draft from prewriting by:

a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound

b.establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs

d. addressing an appropriate audience

4.W.1.C.a,b

Reread, revise, and edit drafts with assistance to:

a. develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

b. edit for language conventions

4.W.2.B.a-d,f,g

Write informative/explanatory texts that:

a. introduce a topic using a topic sentence in an introductory paragraph

<p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p> <p>c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <p>d. use my own original language and use direct quotations from a source</p> <p>f. use text structures when useful</p> <p>g. create a concluding paragraph related to the information</p> <p>4.W.3.A.c,g</p> <p>Apply research process to use information from a variety of sources:</p> <p>c. identify a variety of relevant sources, literary and informational</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>4.L.1.A.h</p> <p>In speech and written form, apply standard English grammar to:</p> <p>h. produce and expand the complete simple and compound four types of sentences</p> <p>4.L.1.B.e</p> <p>In written text:</p> <p>e. use correct capitalization</p> <p>4.SL.1.A.b</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others</p>	
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Unit 6 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards

4.R.1.B.d,f

Develop an understanding of vocabulary by:

d. identifying the meaning of common idioms and figurative language

f. using conversational, general academic, and domain-specific words and phrases

4.R.1.D.a,b

Read independently for multiple purposes over sustained periods of time by:

a. reading text that is developmentally appropriate

b. producing evidence of reading

4.R.2.A.a,c,e

Read, infer, analyze, and draw conclusions (using fiction) to:

a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme

c. describe the interaction of characters, including relationships and how they change

e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person

4.W.1.C.a,b

Reread, revise, and edit drafts with assistance to:

a. develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

b. edit for language conventions

4.W.2.C.a-e

Write fiction or nonfiction narratives and poems that:

a. establish a setting and situation/topic and introduce a narrator and/or characters

b. use narrative techniques, such as dialogue, motivation, and descriptions

c. organize an event sequence that unfolds naturally to establish a beginning/middle/end

d. use a variety of transitions to manage the sequence of events

4.RF.4.A.a

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension:

a. use context to confirm or self-correct word recognition and understanding rereading as necessary

4.R.1.B.e

Develop an understanding of vocabulary by:

e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words

4.R.2.A.b,d

Read, infer, analyze, and draw conclusions (using fiction) to:

b. describe the personality traits of characters from their thoughts, words, and actions

d. compare and contrast the adventures or exploits of characters and their roles

4.R.2.C.a,b

Read, infer, analyze, and draw conclusions (using drama) to:

a. analyze how characters change from the beginning to the end of a play or film

b. explain structural elements of dramatic literature

4.W.1.A.a-d

Follow a writing process to plan a first draft by:

a. selecting a genre appropriate for conveying the purpose to an intended audience

b. formulating questions related to the topics

c. accessing prior knowledge or building knowledge related to the topic

d. using a prewriting strategy

4.L.1.A.e

In speech and written form, apply standard English grammar to:

e. use subject/verb agreement with 1st, 2nd, and 3rd person pronouns

4.L.1.B.b

In written text:

b. punctuate a dialogue between two or more characters

e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
4.L.1.B.e
 In written text:
 e. use correct capitalization
4.SL.1.A.b
 Develop and apply effective listening skills and strategies in formal and informal settings by:
 b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Unit 7 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
4.RF.3.A.a,b Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula 4.R.1.A.a,b Develop and demonstrate (comprehension) reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly 4.R.1.B.a,b,d,f Develop an understanding of vocabulary by:	4.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension: a. use context to confirm or self-correct word recognition and understanding rereading as necessary 4.R.3.C.d Read, infer, and draw conclusions using text structures in nonfiction to: d. compare and contrast a firsthand and secondhand account of the same event or topic 4.L.1.A.a,f In speech and written form, apply standard English grammar to: a. use the "be" helping verb with "ing" verbs f. use prepositions correctly in a sentence 4.L.1.B.f,g,i In written text: f. spell words with suffixes by dropping or leaving the final e g. spell words ending in the long e sound

a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes
b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
d. identifying the meaning of common idioms and figurative language
f. using conversational, general academic, and domain-specific words and phrases
4.R.1.D.a,b
Read independently for multiple purposes over sustained periods of time by:
a. reading text that is developmentally appropriate
b. producing evidence of reading
4.R.2.A.a,c
Read, infer, analyze, and draw conclusions (using fiction) to:
a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
c. describe the interaction of characters, including relationships and how they change
4.R.3.A.a
Read, infer, and draw conclusions (using text features in nonfiction) to:
a. use multiple text features to locate information and gain an overview of the contents of text
4.R.3.C.b
Read, infer, and draw conclusions (using text structures in nonfiction) to:
b. explain explicit and implicit relationships among ideas in texts
4.W.1.C.a,b
Reread, revise, and edit drafts with assistance to:
a. develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

i. use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (roots and affixes) to read and spell accurately unfamiliar multisyllabic words in context

b. edit for language conventions

4.W.2.A.a-c,f

Write opinion texts that:

- a. introduce a topic or text being studied, using an introductory paragraph**
- b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details**
- c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose**
- f. use transitions to connect opinion and reason**

4.W.2.B.a-g

Write informative/explanatory texts that:

- a. introduce a topic using a topic sentence in an introductory paragraph**
- b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations**
- c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose**
- d. contain information using student's original language except when using direct quotations from a source**
- e. use transitions to connect categories of information**
- f. use text structures when useful**
- g. create a concluding paragraph related to the information**

4.W.3.A.c,g

Apply research process to use information from a variety of sources:

- c. identify a variety of relevant sources, literary and informational**
- g. differentiate between paraphrasing and plagiarism when using ideas of others**

4.L.1.B.e

In written text:

- e. use correct capitalization**

4.SL.1.A.b

Develop and apply effective listening skills and strategies in formal and informal settings by:

b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Unit 8 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p>4.RF.3.A.a,b Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula <p>4.R.1.A.a,b Develop and demonstrate (comprehension) reading skills in response to text by:</p> <ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly <p>4.R.1.B.a,b,f Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words f. using conversational, general academic, and domain-specific words and phrases <p>4.R.1.D.a,b</p>	<p>4.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension:</p> <ul style="list-style-type: none"> a. use context to confirm or self-correct word recognition and understanding rereading as necessary <p>4.R.2.A.b,c Read, infer, analyze, and draw conclusions (using fiction) to:</p> <ul style="list-style-type: none"> b. describe the personality traits of characters from their thoughts, words, and actions d. compare and contrast the adventures or exploits of characters and their roles <p>4.W.1.A.a-d Follow a writing process to plan a first draft by:</p> <ul style="list-style-type: none"> a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topics c. accessing prior knowledge or building knowledge related to the topic d. using a prewriting strategy <p>4.W.1.D.a,b With assistance from adults/peers:</p> <ul style="list-style-type: none"> a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting

<p>Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> a. reading text that is developmentally appropriate b. producing evidence of reading <p>4.R.2.A.a,c</p> <p>Read, infer, analyze, and draw conclusions (using fiction) to:</p> <ul style="list-style-type: none"> a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme c. describe the interaction of characters, including relationships and how they change <p>4.W.1.C.a,b</p> <p>Reread, revise, and edit drafts with assistance to:</p> <ul style="list-style-type: none"> a. develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice b. edit for language conventions <p>4.W.2.C.a-e</p> <p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose <p>4.L.1.B.c,e</p> <p>In written text:</p> <ul style="list-style-type: none"> c. insert a comma before a coordinating conjunction in a compound sentence e. use correct capitalization <p>4.SL.1.A.b</p> <p>Develop and apply effective listening skills and strategies in</p>	
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<p>formal and informal settings by: b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others</p>	
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