



## JC Schools 4th Grade Yearly ELA Standards

### Overarching Standards (Taught in all units)

#### 4.R.1.A.c

Develop and demonstrate reading skills in response to text by:

c. monitoring comprehension and making corrections and adjustments when understanding breaks down

#### 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.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.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 topic

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

d. using a prewriting strategy

#### 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 beginning/middle /end 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.1.D.a,b**

With assistance from adults/peers:

- 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

**4.L.1.B.a**

In written text:

- a.write legibly

**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
- 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
- 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 in formal and informal settings by:

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

**4.SL.3.A.a,b**

Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

- a.contributing to discussions after listening to others' ideas, according to classroom expectations
- b.expressing opinions of read-alouds and independent reading and relating opinion to others

**4.SL.4.A.a-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
- b. using efficient presentation skills with available resources
- 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

- e. speaking with expression and fluency
- f. Adjusting formal/informal language according to context and topic

Unit	Priority Standards	Supporting Standards	Reading Foundations
<b>Unit</b>  Getting Started in the Reading & Writing Workshop  20 Days	<b>4.R.1.A.a,b</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		
<b>Unit 1</b>  Narratives  35 Days	<b>4.R.1.B.b</b> Develop an understanding of vocabulary by: b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words  <b>4.R.2.A.a</b> Read, infer, analyze, and draw conclusions to: a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme  <b>4.W.2.C.a-e</b> 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	<b>4.R.1.B.c</b> Develop an understanding of vocabulary by: c. completing analogies  <b>4.R.2.A.b-e</b> Read, infer, analyze, and draw conclusions to: b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. compare and contrast the adventures or exploits of characters and their roles 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	<b>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 multisyllabic words in context

	<p>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><b>4.L.1.A.a-e</b> In speech and written form, apply standard English grammar to:</p> <p>a. use the “be” helping verbs with “ing” verbs</p> <p>b. use and order adjectives within sentences to conventional patterns</p> <p>c. use progressive verbs to show past, present, and future</p> <p>d. use adverbs in writing</p> <p>e. use subject/verb agreement with 1st- , 2nd- , and 3rd-person pronouns</p> <p><b>4.L.1.B.b,d,e</b> In written text:</p> <p>b. punctuate a dialogue between two or more characters</p> <p>d. capitalize proper adjectives</p> <p>e. use correct capitalization</p>	<p><b>4.R.2.C.a,b</b> Read, infer, and draw conclusions to:</p> <p>a. analyze how characters change from the beginning to the end of a play or film</p> <p>b. explain structural elements of dramatic literature</p> <p><i>*These standards should be taught through drama.</i></p> <p><b>3.R.3.A.b</b> Read, infer, and draw conclusions to:</p> <p>b. identify the details or facts that support the main idea</p> <p><i>*This 3rd grade standard is included to support main idea.</i></p> <p><b>4.R.3.B.a</b> Read, infer, and draw conclusions to:</p> <p>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><b>Unit 2</b></p> <p>Informative</p> <p>40 Days</p>	<p><b>4.R.1.B.b</b> Develop an understanding of vocabulary by:</p> <p>b. using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words</p> <p><b>4.R.1.C.a</b> Explain relevant connections between:</p> <p>a. text to text (ideas and information in</p>	<p><b>4.R.1.B.a,e,f</b> Develop an understanding of vocabulary by:</p> <p>a. determining the meaning of academic english words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.</p> <p>e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words</p>	<p><b>4.RF.3.A.b</b> Develop phonics in the reading process by:</p> <p>b. reading root words, prefixes, and suffixes and important words from specific content curricula</p>

various fiction and nonfiction works, using compare and contrast)

**4.R.3.C.b**

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

b. explain explicit and implicit relationships among ideas in texts

**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.L.1.A.g-i**

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

g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions

h. produce and expand the complete simple and compound four types of sentences

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

**4.R.3.A.a-c**

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

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

b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure

c. interpret and explain factual information presented graphically

**4.R.3.C.d**

Read, infer, and draw conclusions to:

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

**4.R.4.A.c,d**

Read to develop an understanding of media and its components by:

c. comparing various written conventions used for digital media

d. explaining text structures and graphics features of a web page and how they help readers to comprehend text

**4.W.3.A.a-c,f,g**

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

a. generate a list of subject-appropriate topics

b. create a research question to address relevant to a chosen topic

c. identify a variety of relevant sources,

	<p>i. correct sentence fragments and run-on sentences in writing</p> <p><b>4.L.1.B.c,f,g,i</b> In written text:</p> <p>c. insert a comma before a coordinating conjunction in a compound sentence</p> <p>f. spell words with suffixes by dropping or leaving the final e</p> <p>g. spell words ending in the long e sound</p> <p>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</p>	<p><b>literary and informational</b></p> <p>f. determine the accuracy of the information gathered</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p>	
<p><b>Unit 3</b></p> <p>Opinion</p> <p>45 Days</p>	<p><b>4.R.1.A.a,b</b> Develop and demonstrate reading skills in response to text by:</p> <p>a. Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p>b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <p><b>4.R.1.C.b</b> Explain relevant connections between:</p> <p>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><b>4.W.2.A.a-g</b> Write opinion texts that:</p> <p>a. introduce a topic or text being studied using an introductory paragraph</p>	<p><b>4.R.3.A.a,c</b> Read, infer, and draw conclusions to:</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><b>4.R.3.B.b,c</b> Read, infer, and draw conclusions to:</p> <p>b. analyze, make inferences, and draw conclusions about 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><b>4.R.3.C.a,c</b> Read, infer, and draw conclusions to:</p> <p>a. distinguish fact from opinion in a text and explain how to verify what is a fact</p>	<p><b>4.RF.3.A.a</b> Develop phonics in the reading process by:</p> <p>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context</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>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p><b>4.L.1.A.f</b> In speech and written form, apply standard English grammar to: f. use prepositions correctly in a sentence</p> <p><b>4.L.1.B.h</b> In written text: h. alphabetize reference sources</p>	<p>c. explain author's purpose</p> <p><b>4.R.4.A.a,b</b> Read to develop an understanding of media and its components by: a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message</p> <p><b>4.W.3.A.a-i</b> Apply research process to: a. generate a list of subject-appropriate topics b. create a research question to address relevant to a chosen topic c. identify a variety of relevant sources, literary and informational 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 g. differentiate between paraphrasing and plagiarism when using ideas of others h. record bibliographic information from sources according to a standard format i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria</p>	
<b>Unit 4</b>	<b>4.R.1.B.b</b>	<b>4.R.1.B.d</b>	<b>4.RF.3.A.a</b>

<p>Poetry</p> <p>30 Days</p>	<p>Develop an understanding of vocabulary by:</p> <p>b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words</p> <p><b>4.R.2.B.a</b> Read, infer and draw conclusions to:</p> <p>a. explain structural elements of poetry <i>*This standard should be taught through poetry.</i></p> <p><b>4.W.2.C.a,b,e</b> Write fiction or nonfiction narratives and poems that:</p> <p>a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions e. use specific, relevant and accurate words that are suited to the topic, audience, and purpose</p>	<p>Develop an understanding of vocabulary by:</p> <p>d. identifying the meaning of common idioms and figurative language <i>*Standard 4.R.1.B.d can be taught through poetry/drama.</i></p> <p><b>3.R.3.A.b</b> Read, infer, and draw conclusions to:</p> <p>b. identify the details or facts that support the main idea <i>*This 3rd grade standard is included to support main idea.</i></p>	<p>Develop phonics in the reading process by:</p> <p>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context</p>
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