4th Grade
Approved May 30, 2012

English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Literature	**Cluster: Key Ideas and Details**	**Grade: 4**	**Standard #: 1**
Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Type: _____Knowledge ____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key details and examples in a text Explain the difference between explicit and inferred information	Explain how details and examples from the text support making inferences		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 4	Standard #: 2
Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Apply details of a text to determine the theme of a:
     story
     drama
     poem
 	
 Define "theme" of a:
     story
     drama
     poem
	Summarize key ideas and details for the theme of a:
	     story
	     drama
	     poem		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 4	Standard #: 3
Standard: 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).			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify the character, setting, and/or events in a story
 	
Identify specific details about:
    characters
    settings
    events
	Describe:
	    a character's actions
	    a character's thoughts
	    the setting
	     events
	based on evidence in the text		

English Language Arts

CCR: Interpret words or 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.			
Strand: Reading Literature	**Cluster: Craft and Structure**	**Grade: 4**	**Standard #: 4**
Standard: 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).			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize words and phrases: in a text that allude to significant characters found in mythology, in a text Know significant Greek characters and their defining characteristics	Determine the meaning of words and phrases: as they are used in a text that allude to significant characters found in mythology as they are used in a text		

English Language Arts

CCR: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts (e.g., a section, chapter, scene or stanza) relate to each other and the whole.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 4	Standard #: 5
Standard: 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 speaking about a text.			
Type: ____X____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

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

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Literature	Cluster: Craft & Structure	Grade: 4	Standard #: 6
Standard: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			
Type: _____Knowledge ____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Define:
    vocabulary
    compare, contrast
    point of view
    first and third narrations
 	
Recognize first and third narrations
 	
Identify point of view (including first and third person narrations) in a variety of stories
	Compare the points of view from which different stories are narrated, including 1st and 3rd narrations
	
	Contrast the points of view from which different stories are narrated, including first and third person narrations		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Literature	**Cluster: Integration of Knowledge and Ideas**	**Grade: 4**	**Standard #: 7**
Standard: 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.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: story drama in text, visually, and orally Identify descriptions in a story or drama: in text visually and orally Recognize stage directions in a story / drama both in text and a visual/oral presentation	Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version		

English Language Arts

CCR: 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.			
Strand: Reading Literature	**Cluster:**	**Grade: 4**	**Standard #: 8**
Standard: Not applicable to literature			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Literature	**Cluster: Integration of Knowledge and Ideas**	**Grade: 4**	**Standard # 9**
Standard: Compare and contrast the 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.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify specific details that describe:
   themes
   topics
   patterns of events in stories, myths, or traditional literature from different cultures
 	
Identify similarities of two or more:
   themes
   topics
   patterns of events in stories, myths, or traditional literature from different cultures
Identify differences of two or
	Compare/Contrast two or more:
	   themes
	   topics
	   patterns of events
	in stories, myths, or traditional literature from different cultures		

more:
    themes
    topics
    Patterns of events in stories, myths, or traditional literature from different cultures
 	
Identify key features for comparing and contrasting:
    themes
    topics
    patterns of events in stories, myths, or traditional literature from different cultures			

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading Literature	**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 4**	**Standard #: 10**
Standard: 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.			
Type: _____ **Knowledge** _____**X**_____ **Reasoning** _____ **Performance Skill** _____ **Product**			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/Understand in literary text: 　　key ideas and details 　　craft and structure 　　integration of knowledge 　　and ideas at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed	Comprehend independently in literary text: 　　key ideas and details 　　craft and structure 　　integration of knowledge and 　　ideas at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed		

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 4	Standard #: 1

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

Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Explain the difference between explicit and inferred information in a text
 	
Identify details and examples when:
    explaining what the text says explicitly
    drawing inferences from the text
	Explain what the text says using details and examples when:
	    identifying explicit information
	    drawing inferences		

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 4	Standard #: 2
Standard: Determine the main idea of a text & explain how it is supported by key details; summarize the text.			
Type: _____Knowledge ___X___Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain how the supporting details determine the main idea of a text

Summarize text | Summarize the text using key details | | |

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 4	Standard #: 3
Standard: 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.			
Type: _____Knowledge ____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify :
    events
    procedures
    ideas
    concepts
 in an informational text
	Explain why the:
	    events
	    procedures
	    ideas
	    concepts
	 in an informational text occurred
	
	 Use specific information in the text to support explanation		

CCR: 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.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 4	Standard #: 4
Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
    general academic
    domain-specific
words and phrases in a text relevant to a grade 4 topic or subject areas
	Determine the meaning of:
	    general academic
	    domain-specific
	words and phrases in a text relevant to a grade 4 topic or subject areas		

CCR: 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.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 4	Standard #: 5
Standard: 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.			
Type: ___X___Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Determine the overall structure :
     (e.g. , chronology
     comparison
     cause/effect
     problem/solution)
 of a text or a part of a text
 	
 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			

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	**Cluster: Craft and Structure**	**Grade: 4**	**Standard #: 6**
Standard: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			
Type: _____Knowledge _____X____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Define vocabulary:
     compare
     contrast
     firsthand account
     secondhand account
 	
 Describe the events or main ideas of each account
	Compare the accounts of the event or topic
	
	 Contrast the accounts of the event or topic
	
	 Describe how the focus and information provided is different in each account		

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard #: 7

Standard: Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Type: _____Knowledge _____X___Reasoning _____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Define interpret
 	
Recognize text features of nonfiction
 	
Read:
  graphs
  charts
  diagram
  timelines, etc.
 	
Recognize interactive Web elements
	Explain information from:
	  charts
	  diagrams
	  graphs
	  time lines
	  animations
	  interactive elements
	
	Interpret information that is presented:
	  visually orally
	  quantitatively
	in text or in the Web		

	Explain how information presented : visually orally quantitatively adds to a better understanding of the text or on the Web		

CCR: 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.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard #: 8
Standard: Explain how an author uses reasons and evidence to support particular points in a text.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recognize differences between fact and opinion
 	
Define :
evidence
reason
 	
Identify the author's reasons and evidence
	Explain how an author uses:
	    reasons to support particular points in a text
	    evidence to support particular points in a text		

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard #: 9
Standard: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify information within two texts on the same topic	Integrate information from two texts on same topic		

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading Informational Text	**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 4**	**Standard #: 10**
Standard: By the end of the year; read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in an informational text: 　　key Ideas and details 　　craft and structure 　　integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary	Comprehend independently in an informational text: 　　key Ideas and details 　　craft and structure 　　integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary		

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 4	Standard #: 1
Standard: N/A			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 4	Standard #: 2
Standard: N/A			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

CCR: None			
Strand: Reading: Foundational Skills	**Cluster: Phonics and Word Recognition**	**Grade: 4**	**Standard #: 3**
Standard: 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.**			
Type: _____Knowledge _____Reasoning ____X____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Know grade level-level phonics and word analysis skills in decoding words
 	
Identify:
    syllabication patterns
    root words
 	
Explain meanings of prefixes and suffixes
 	
Accurately read words with Latin roots
	Apply grade level-level phonics and word analysis skills in decoding words
	
	Synthesize phonics and word analysis skills to decode words
		Read accurately unfamiliar multisyllabic words in context and out of context.	

CCR: N/A			
Strand: Reading Foundational Skills	**Cluster: Fluency**	**Grade: 4**	**Standard #: 4**

Standard: Read with sufficient accuracy and fluency to support comprehension.
a.   **Read on-level text with purpose and understanding.**
b.   **Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**
c.   **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify and understand foundational skills for Reading #1-3
 	
To support comprehension:
   identify the purpose and understanding of text
   identify oral reading with accuracy, appropriate rate, and expression on successive readings
   identify rereading, when necessary, as a strategy when confirming or self-correcting words in text
	Apply foundational skills reflected in Reading #1-3
	
	To support comprehension:
	   determine the purpose for reading on-level text
	   apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings
	   confirm or self correct word recognition and understanding by using context
		To support comprehension:
		   read on-level text fluently and accurately
		   reread with fluency as necessary
		
		Read with: accuracy
		   appropriate rate
		   expression on successive readings	

- **understand how context can help to confirm or self correct word recognition**

English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	**Cluster: Text Types and Purposes**	**Grade: 4**	**Standard #: 1**

Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. **Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**
   b. **Provide reasons that are supported by facts and details.**
   c. **Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).**
   d. **Provide a concluding statement or section related to the opinion presented.**

Type: _____Knowledge _____Reasoning _____Performance Skill _____X__ ___Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recognize facts and details
 	
Explain :
   organizational structures
   use of linking words and phrases
   purpose of concluding statement or section
   writer's purpose
   point of view
	Determine how to introduce the topic or text clearly
	
	Formulate an opinion
	
	Organize by grouping related ideas to support the writer's purpose
	
	Provide reasons that are supported with facts and details
			Create an opinion piece on topics or texts, supporting it with reasons and information. Product should include:
			   clear Introduction of topic or text
			   statement of opinion
			   strong organizational structure in which related ideas are grouped to support the writer's purpose

	Link opinions and reasons using words and phrases (e.g., for instance, in order, in addition) Provide a conclusion related to the opinion presented		reasons that are supported by facts and details links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) a concluding statement or section related to the opinion presented

CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Strand: Writing	**Cluster: Text Types and Purposes**	**Grade: 4**	**Standard #: 2**

Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly
   a.   Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
   b.   Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c.   Link ideas within categories of information using words and phrases (e.g., another, for example, also, because.)
   d.   Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e.   Provide a concluding statement or section related to the information or explanation presented.

Type_____Knowledge _____Reasoning _____Performance Skill _____X_____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
   a topic that is clear
   related-information grouped
   together in:
     o   paragraphs
     o   sections
   that contain:
     o   formatting
     o   illustrations
     o   multimedia
   when useful in aiding
   comprehension
	Develop:
	   a topic that is clearly
	   introduced
	   related-information grouped
	   in:
	     o paragraphs
	     o sections
	   that contain:
	     o formatting
	     o illustrations
			Write informative/explanatory
			texts that includes:
			   a topic that is clearly
			   introduced
			   related-information grouped
			   in:
			     o paragraphs
			     o sections
			   that contain:
			     o formatting
			     o illustrations

a topic developed with:
   o facts
   o definitions
   o concrete details
   o quotations
   o other information
   o examples related to the topic.
 	
linked ideas within categories of information using words and phrases
 	
precise language and domain-specific vocabulary to inform about or explain the topic.
 	
a concluding statement or section related to the information or explanation presented
	o multimedia when useful in aiding comprehension
	
	a topic developed with:
	   o facts
	   o definitions
	   o concrete details
	   o quotations
	   o other information
	   o examples related to the topic.
	
	linked ideas within categories of information using words and phrases
	
	precise language and domain-specific vocabulary to inform about or explain the topic.
	
	a concluding statement or section related to the information or explanation presented
			o multimedia when useful in aiding comprehension
			
			a topic developed with:
			   o facts
			   o definitions
			   o concrete details
			   o quotations
			   o other information
			   o examples related to the topic.
			
			linked ideas within categories of information using words and phrases
			
			precise language and domain-specific vocabulary to inform about or explain the topic
			
			a concluding statement or section related to the information or explanation presented

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	**Cluster: Text Types and Purposes**	**Grade: 4**	**Standard #: 3**

Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. **Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**
   b. **Use dialogue and description to develop experiences and events or show the responses of characters to situations.**
   c. **Use a variety of transitional words and phrases to manage the sequence of events.**
   d. **Use concrete words and phrases and sensory details to convey experiences and events precisely.**
   e. **Provide a conclusion that follows from the narrated experiences or events.**

Type: _____Knowledge _____Reasoning _____Performance Skill _____X_____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the: 　story elements 　structure of a narrative 　use of dialogue and 　description to develop 　experiences, events or 　characters Recognize transitional words used to develop sequence	Establish a situation, a narrator and/or characters Sequence events logically using transitional words to move the events along Use dialogue and description to develop experiences and events		Write a narrative to develop real or imagined experiences that: 　establishes a situation, a 　narrator or character(s) 　uses dialogue, descriptions, 　concrete and sensory details to 　develop experiences, events 　and reveal characters 　uses transitional words and 　phrases

Describe how writers use concrete and sensory details	Use concrete and/or sensory details to develop experiences or events Establish conclusions aligned with sequence of events		

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	**Cluster: Production and Distribution of Writing**	**Grade: 4**	**Standard #: 4**
Standard: Produce clear and cohesive 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)			
Type: _____Knowledge _____Reasoning _____Performance Skill _____X_____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
(The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)	Analyze the reason for writing a piece to decide on: task purpose audience Determine suitable: idea development strategies, organization, appropriate to task, purpose, and audience (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)	(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)	Produce a writing piece that is clear and cohesive with: idea development organization appropriate to task, purpose, and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 4	Standard #: 5

Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)

Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

With guidance and support from peers and adults, students recognize how to:
    plan
    revise
    edit
    rewrite
    try a new approach
 	
Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 4 on pages 28 and 29)
	With guidance and support from peers and adults, students develop and develop and strengthen writing by:
	    planning
	    revising
	    editing
	    rewriting
	    trying a new approach		

CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	Cluster: Production & Distribution of Writing	Grade: 4	Standard #: 6
Standard: 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 to type a minimum of one page in a single sitting.			
Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With some guidance and support: use keyboarding skills know how to use word processing to produce and publish writing know how to use the Internet to communicate with others	With some guidance and support: evaluate the appropriate technology tools for: producing and publishing writing for collaborating with others	With some guidance and support: use technology, including the Internet, to develop, revise, edit, and publish writing use technology to communicate and collaborate with others use keyboarding skills to type one page or more in a single sitting	

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	**Cluster: Research to Build and Present Knowledge**	**Grade: 4**	**Standard #: 7**
Standard: Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Conduct short research projects	Conduct short research projects that investigate different aspects of a topic		

CCR: Gather relevant information from multiple print and digital sources, assess the creditability and accuracy of each source, and integrate the information while avoiding plagiarism.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 4	Standard #: 8
Standard: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify relevant information in a passage Recall and gather relevant information from experience Take notes Provide source list	Gather relevant information from print and digital sources Categorize information Distinguish between relevant and irrelevant information		

CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Strand: Writing	**Cluster: Research to Build and Present Knowledge**	**Grade: 4**	**Standard #: 9**

Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. **Apply grade 4 reading standards to literature. (e.g. Describe in depth…)**
   b. **Apply grade 4 reading standards to informational texts .(e.g. Explain how an author uses…)**			

Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text		

CCR: 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.			
Strand: Writing	**Cluster: Range of Writing**	**Grade: 4**	**Standard #: 10**
Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Type: _____Knowledge _____Reasoning ___X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify the various purposes for writing
 	
Identify and understand the various organizational structures related to different genres or purposes for writing
	Determine:
	
	   when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences
	
	   the appropriate organizational structure needed for specific audiences and purposes
		Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences	

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

Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: 4	Standard #: 1

Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product

**Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?**

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas from reading material

Identify ways to listen effectively

Describe discussion rules and roles

Know how to pose questions and provide feedback | Relate information read to discussion topics

Evaluate implementation of discussion rules and roles

Formulate questions and responses based on comments made by others during discussion | Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts

Listen actively to discussions and presentations

Follow agreed-upon rules during discussion | |

| Identify key ideas presented during discussion | Explain the topic using personal ideas, opinions, and reasoning

Think critically about ideas posed

Justify responses by providing evidence to support reasoning | Carry out assigned roles during discussions

Pose and respond to specific questions to clarify understanding of discussion or presentation

Connect comments to the remarks of others

Express ideas clearly | |

CCR: Integrates and evaluates information presented in diverse media and formats, including visually, quantitatively, and orally.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 4	Standard #: 2
Standard: Paraphrase portions of a text read aloud for information presented in diverse media and formats, including visually, quantitatively, and orally.			
Type: _____X_____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Paraphrase information from a text presented orally from a variety of media formats including:
    visual
    quantitative
    oral			

CCR: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 4	Standard #: 3
Standard: Identify the reasons and evidence a speaker provides to support particular points.			
Type: _____Knowledge ____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a speaker's points	Identify the reasons and evidence that support the speaker's particular points		

CCR: 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.			
Strand: Speaking and Listening	**Cluster: Presentation of Knowledge and Ideas**	**Grade: 4**	**Standard #: 4**
Standard: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
Type: _____ Knowledge _____ Reasoning _____X_____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
    a topic
    a text
    facts
    descriptive details
 	
Identify and recall an experience
 	
Identify:
    clearly pronounced and enunciated words
    understandable pace
	Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience
	
	Determine appropriate facts that support main ideas or themes
	
	Determine relevant descriptive details that support main ideas or themes
		Speak clearly at an understandable pace while:
		    reporting on a topic
		    telling a story
		     recounting an experience
		in an organized manner using:
		    o appropriate facts
		    o relevant, descriptive details
		to support main ideas or themes	

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	**Cluster: Presentation of Knowledge and Ideas**	**Grade: 4**	**Standard # 5**
Standard: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify main idea Identify theme	Determine when appropriate to enhance main idea or theme main idea and theme in audio	Add audio recordings to enhance the development of main idea or theme in presentations Add visual displays to enhance the development of main idea or theme in presentations	

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking and Listening	**Cluster: Presentation of knowledge and ideas**	**Grade: 4**	**Standard #: 6**
Standard: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards for specific expectations.)			
Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
    audience
    task
    situation
 	
 Identify characteristics of formal and informal speaking
 	
 (The underpinning knowledge targets are found in Language Standards 1 and 3)
	Distinguish between formal and informal speech
	
	 Analyze situation to determine appropriate speech use (formal English or informal discourse)
		Speak using formal English when appropriate to task and situation	

CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Strand: Language	**Cluster: Conventions of Standard English**	**Grade: 4**	**Standard #: 1**

Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
b. Form and use the progressive (e.g*., I was walking; I am walking; I will be walking*) verb tenses.
c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify relative:
 	
    pronouns
    adverbs
 	
Recognize:
    progressive verb tenses
    modal auxiliaries/ helping
    verbs
 	
Identify prepositional phrases
	Demonstrate command of the conventions of standard English grammar and usage when writing
	
	Use modal auxiliaries to convey various conditions
	
	Order adjectives according to conventional patterns
		Demonstrate command of the conventions of standard English grammar and usage when speaking
		
		Use modal auxiliaries to convey various conditions
		
		Correct inappropriate fragments	

Recognize:
    fragments
    run-ons
 	
Identify frequently confused words/homophones
 	
.
	Correct inappropriate:
	    fragments
	    run-ons in sentences		

CCR: Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.			
Strand: Language	**Cluster: Conventions of Standard English**	**Grade: 4**	**Standard #: 2**

Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. **Use correct capitalization.**
   b. **Use commas and quotation marks to mark direct speech and quotations from a text.**
   c. **Use a comma before a coordinating conjunction in a compound sentence.**
   d. **Spell grade-appropriate words correctly, consulting references as needed.**

Type: _____X___Knowledge _____Reasoning _____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Apply correct:
    capitalization
    punctuation
    spelling
 when writing
 	
Use commas and quotation marks in dialogue and when quoting from a text			

Know many of the coordinating conjunctions (e.g., *and, but, for, or, nor, so, yet*) and that they connect two or more independent clauses (grammatically complete statements, questions or exclamations that could stand alone as full sentences) Use comma before a coordinating conjunction in a compound sentence Recall and apply spelling rules Identify and correct misspelled words Know procedures for efficiently finding correct spelling Consult references as needed			

CCR: Apply knowledge of language to understand how language functions in a different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Strand: Language	**Cluster: Knowledge of Language**	**Grade: 4**	**Standard #: 3**

Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. **Choose words and phrases to convey ideas precisely.**
   b. **Choose punctuation for effect.**
   c. **Differentiate between contexts that call for formal English (e.g., small-group discussion).**

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recognize the conventions of language for:
    writing
    speaking
    reading
    listening
 	
Recognize types of punctuation
 	
Recognize the fundamentals of formal and informal English
	Apply knowledge of language when:
	    writing
	    reading
	    listening
	
	Apply knowledge of language conventions when:
	    writing
	    reading
	    listening
	
	Choose words and phrases to convey ideas precisely when writing or speaking
		Use knowledge of language when speaking
		
		Use knowledge of language conventions when speaking
		
		Use words and phrases to convey ideas precisely when speaking	

	Choose punctuation for effect Differentiate between contexts that call for formal English		

CCR: 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.

Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 4	Standard #: 4

Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
   a. **Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
   b. **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph).***
   c. **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify and define Greek and Latin affixes and roots
 	
Identify common context clues (e.g., definitions, examples, restatements) in text
 	
Use common reference materials (e.g., thesaurus, dictionary, glossary)
	Determine the meaning of unknown and multiple-meaning words by:
	
	      examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text)
	      using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., *telegraph, photograph, autograph*)		

Use a pronunciation guide
 	
Know how to use print and digital reference materials (e.g., dictionaries, glossaries and thesauri) to:
    find pronunciation
    determine the meaning of
    key words and phrases
	Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase		

CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Strand: Language	**Cluster: Vocabulary Acquisition and Use**	**Grade: 4**	**Standard #: 5**

Standard: Demonstrate understanding of figurative language, word relationships, & nuances in word meanings.
a. **Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.**
b. **Recognize and explain the meaning of common idioms, adages, and proverbs.**
c. **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**

Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Define:
    simple similes and metaphors
    common idioms
    adages
    proverbs
 	
Recognize:
    simple similes in context
    metaphors in context
    idioms in context
    adages in context
    proverbs in context
	Explain the meaning of :
	    simple similes and metaphors in context
	    common idioms, adages, and proverbs
	
	Distinguish between:
	    synonyms and antonyms
	    similes and metaphors		

Identify synonyms and
antonyms

English Language Arts

CCR: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Strand: Language	**Cluster: Vocabulary Acquisition and Use**	**Grade: 4**	**Standard #: 6**
Standard: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. *quizzed, whined, stammered*) **and that are basic to a particular topic (e.g.** *wildlife, conservation,* **and** *endangered* **when discussing animal preservation.** **Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product**			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Acquire grade appropriate:
    general academic
    domain-specific
words and phrases including those that:
    signal precise actions
    signal emotions
    signal states of being
    are basic to a particular topic
	Use accurately grade-appropriate:
	    general academic
	    domain-specific
	words and phrases, including those that:
	    signal precise actions
	    signal emotions
	    signal states of being
	    are basic to a particular topic		