

# 4th Grade E.S. & Learning Targets

Reading

Writing

Language Speaking/Listening

Math

# 4th Grade

## Reading E.S. & Learning Targets

### Reading

- [4.R.1.A.a](#)
- [4.R.1.A.b](#)
- [4.R.1.B.b](#)
- [4.R.1.B.f](#)
- [4.R.2.A.a](#)
- [4.R.2.A.b](#)
- [4.R.2.A.e](#)
- [4.R.2.B.a](#)
- [4.R.2.C.b](#)
- [4.R.3.A.a](#)
- [4.R.3.A.b](#)
- [4.R.3.B.b](#)
- [4.R.3.C.a](#)
- [4.R.3.C.c](#)
- [4.R.4.A.d](#)

### Reading Foundations

- [4.RF.3.A.a](#)
- [4.RF.3.A.b](#)

## 4.R.1.A.a

### Essential Standard

#### 4.R.1.A.a

Draw conclusions and infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text

#### Item Specs: DOK3

The student will draw conclusions by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

The student will infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

#### Learning Target 1

Vocab: inference, draw conclusions

#### Learning Target 2

The student will draw conclusions by referencing textual evidence.

#### Learning Target 3

The student will infer by referencing textual evidence.

#### Learning Target 4

### CFA

[Link to CFA](#)

- [Question 1 Only](#)

### Teaching Tips:

Textual evidence should come from the stimulus.  
Prior knowledge should not be required.

- Combine with 4.R.1.A.b

## 4.R.1.A.b

### Essential Standard

#### 4.R.1.A.b

Draw conclusions by providing textual evidence of what the text says explicitly

#### Item Specs: DOK2

The student will draw conclusions about what the text says explicitly.

The student will provide evidence of what the text says explicitly.

#### Learning Target 1

Vocab: inference, draw conclusions

#### Learning Target 2

The student will draw conclusions by referencing textual evidence.

#### Learning Target 3

The student will infer by referencing textual evidence.

#### Learning Target 4

### CFA

[Link to CFA](#)

- [Question 2 Only](#)

### Teaching Tips:

- Teach with **4.R.1.A.a**

**4.R.1.B.a**

**Essential Standard**

**4.R.1.B.a**

Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes

**Item Specs: DOK2**

**Learning Target 1**

Identify what a prefix, suffix, and root word is.

**Learning Target 2**

Using our understanding of what a prefix, suffix, and root is identify the meaning of grade specific vocabulary words.

**Learning Target 3**

**Learning Target 4**

Target 1 - ~~GFA~~ Give a word have students identify prefix, suffix, and root.  
Target 2: Which word in the passage means blank .... How does the prefix .... affect the meaning of the word ....

**Teaching Tips:**

**4.R.1.B.b**

**Essential Standard**

**4.R.1.B.b**

Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

**Item Specs: DOK2**

**Learning Target 1**

I can identify common unfamiliar words or multiple meaning words in a text.

**Learning Target 2**

Use context clues to identify the meaning of multiple meaning words or unfamiliar words. See context clues

**Learning Target 3**

**Learning Target 4**

**CFA**

What is the meaning of the word \_\_\_\_\_?

**Teaching Tips:**

**4.R.1.B.d**

**Essential Standard**

**4.R.1.B.d**

Develop an understanding of vocabulary by: identifying the meaning of common idioms and figurative language

**Item Specs: DOK2**

**Learning Target 1**

Identify different types of figurative language to include common idioms.

**Learning Target 2**

Identify common figurative language in text and analyze how it impacts the meaning.

**Learning Target 3**

**Learning Target 4**

**CFA**

How does the use of \_\_\_\_\_ impact the meaning?

Why does the poet use \_\_\_\_\_ in the lines of the poem?

**Teaching Tips:**