

What Is It We Expect Students to Learn?

Grade: 4	Subject: ELA	Team Members: Collins, Davis, Gaskell, Norton,			
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Assessments	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
RI 4.3	Understanding what type of informational text they are reading. Being able to describe why the text is historical, scientific, or technical.	Vocabulary: Event, cause, effect, historical, scientific, technical	9-7 through 9-10 summative on 9/10	10 questions identifying the types of text.	
RL 4.5	Determine the difference between the 3 types of RL writing, poetry, prose, and drama. Students will be able to identify the type of writing by characteristics presented in each type of text.	Vocabulary: Poetry, prose, drama, rhyme scheme, stanza. Prior Knowledge: Structures of Poetry Prose, drama, cast of characters, stage directions, dialogue,	9/13-9/17 Summative on 9/17	CFA is an exit ticket that the students will list the characteristics of each style of writing.	Students will be able to understand and analyze the types of RL writing when we move into language, context clues, and domain specific vocabulary.
RL 4.3 Describe in depth	Distinguish between	Vocabulary:	9/20-9/24	CFA on school net 10	Students will able to

<p>a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p>main characters and secondary characters. Identify the characters' traits. Categorize the traits of characters (feelings, description, behaviors, personality traits, thoughts, other actions). Explain how the characters' traits impact the characters' actions. Determine the setting of a piece of literature. Identify elements of plot development by describing the rising action (a chain of events that moves the action forward), the climax (the highest point of tension), and the falling action (the events following the climax).</p>	<p>Describe/Description/ Descriptive details Setting Character Traits Plot Climax Falling Action Event Rising Action</p>	<p>Estimate....</p>	<p>questions.</p>	<p>analyze character traits and how those traits help or hinder the plot of the story.</p>

<p>RI 4.2 Determine the Main Idea and key details of an informational text and summarize</p>	<p>Given a text, identify details that support the main idea. Given the text, identify the main idea(s) and explain how it is supported by the key details. Summarize a text by identifying the main ideas and details.</p>	<p>Main Idea, Supporting details, summary</p>	<p>9/27-10/1</p>	<p>CFA 3 questions for a quick check</p>	<p>Give harder leveled main idea texts</p>
<p>RL 4.1 and RL 4.2 Determine what the text explicitly states and draw inferences from the text.</p>	<p>Identify details and examples in a text. Define an inference. Define the process of making inferences. Find evidence in text to support inferences. Connect prior knowledge to draw inferences about the text. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Inference Explicit Detail Evidence</p>	<p>10/4-TBD</p>	<p>School net quiz</p>	

<p>RL 4.2 Determine the theme of a text</p>	<p>Analyze selections to determine themes. Identify the theme(s) within a story by referencing the text. Identify the theme(s) within a drama by referencing the text. Identify the theme(s) within a poem by referencing the text.</p>	<p>Theme Compare/contrast</p>	<p>Oct 11...??</p>	<p>SchoolNet Test</p>	<p>Compare and contrast themes when reading stories, dramas, and poems.</p>
<p>RI.4.5: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p>	<p>I can describe the overall text structure used within a given text. <u>Chronology</u> I can identify the sequence of events/details within the text. I can describe the overall sequence of events in a text or part of a text. <u>Comparisons</u> I can identify comparisons within the text. I can describe the overall comparative structure in</p>	<p>Text structure Chronology Comparisons Cause Effect Problem</p>	<p>Oct 22...? This might go into the following week. We will review data during PLC</p>	<p>School Net test</p>	<p>describe the structure of events, ideas, concepts, or information in a given text.</p>

	<p>a text or part of a text.</p> <p><u>Cause/effect</u></p> <p>I can identify the cause and effect relationships within the text.</p> <p>I can describe the overall cause/effect relationships in a text or part of a text.</p> <p><u>Problem/solution</u></p> <p>I can identify the problem and solution within the text.</p> <p>I can describe the overall problem/solution in a text or part of a text</p>				
<p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p>	<p>I determine the meaning of an unknown word in a text?</p> <p>I infer the meaning of an unknown word in a text using context clues?</p>	<p>Phrase Tone Unknown Context clues</p>	<p>2-3 weeks. RL 4.4 and RI 4.4 will be taught in conjunction with each other as the standards mirror each other. We will also include figurative language</p>	<p>Schoolnet</p>	<p>Give more complex texts</p>
<p>RI.4.4: Determine the meaning of general academic and domain specific words or phrases in</p>	<p>determine the meaning of an unknown word in a general academic and domain-specific text. Infer the meaning of an</p>	<p>General academic Domain-specific Topic Context clues Text features</p>	<p>2-3 weeks</p>	<p>schoolnet</p>	<p>Give more complex text.</p>

<p>a text relevant to a grade 4 topic or subject area</p>	<p>unknown word in a general academic and domain-specific text using context clues. Analyze text features guide my understanding of a general academic and domain-specific text.</p>	<p>Secondary icon headings index tables graphs table of contents headings caption</p>			
<p>RI 4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (Text Features)</p>	<ol style="list-style-type: none"> Analyze information presented visually, orally, and quantitatively. Explain how the information presented visually, orally, and quantitatively relates to the selection. Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or 	<p>Graphs Diagrams Charts Pictures Timelines Animations Blog Text features</p>	<p>1.5 Weeks</p>	<p>iReady Book. Voyage to the Bottom of the Sea.</p>	

	<p>interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>				
<p>RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ol style="list-style-type: none"> 1. Identify points an author makes in a text. 2. Identify reasons the author gives to support their points in the text. 3. Identify evidence the author uses to support their points and reasons in a text. 	<p>Point Reason Evidence</p>	<p>1.5 Weeks</p>	<p>iReady Book: Given a text, students identify the author's points, supporting reasons, and evidence using color coordination and labeling.</p>	
<p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<ol style="list-style-type: none"> 1. Define theme (an implicit or recurrent) Analyze selections to determine themes. Identify the theme(s) within a story by referencing the text. 2. Identify the theme(s) within a 	<p>* summarize Drama Summarize/summary Theme Stanza Line Figurative Language</p> <p>Secondary inference/infer Dialogue</p>	<p>3 weeks min.</p>	<p>Write a paragraph that summarizes a text. Be sure to include the main idea and key details.</p> <p>Must include complete sentences, and complete thoughts.</p> <p>Summarize a text you</p>	

	<p>drama by referencing the text.</p> <ol style="list-style-type: none">3. Identify the theme(s) within a poem by referencing the text.4. Compare and contrast themes when reading stories, dramas, and poems.5. Identify the main idea and supporting details from stories, dramas, and poems6. Infer the main idea from supporting details in stories, dramas, and poems.7. Create a summary of the story including main ideas and supporting of a story, drama, and poem8. Determine the	<p>Main Idea Compare/contrast</p>		<p>have read, and include the theme in your summary.</p>	
--	--	---------------------------------------	--	--	--

	<p>theme of a story, drama, or poem from details in the text; summarize the text.</p>				
<p>RL 4.9 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.</p>	<ul style="list-style-type: none"> • Demonstrate how to identify universal themes in literature (good vs. evil). • Demonstrate how to identify patterns used in a variety of genres (quest). • Provide opportunities for students to identify themes and patterns of events in traditional literature. 		<p>2 weeks min</p>		