	What is it we expect the students to learn?					
Standard	**Example of Rigor**	**Description of Standard**	**Prerequisite Skills/Target Goals**	**When taught?**	**Common Summative Assessment**	**Extension Standards**
What is the essential standard to be learned?	What does proficient student work look like? Provide an example and/or description.	Describe the standard in student friendly terms.	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?
ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Identify information from text that is being used to answer a question. 2. Identify "clues" from the text that are being used to answer the question correctly.	I can use direct evidence from a literary text to explain and draw inferences.	**Vocabulary:** Quote, Explain, Directly States, Inference **Prior Knowledge:** Making Inferences, Find Evidence	Aug/Sept	Grade-level fiction comprehension passages with explicit and inferential questions First CFA: Sept. 11, 2019 Retest: 9/27/19	RL.4.4
ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Identify information from text that is being used to answer a question. 2. Identify "clues" from the text that are being used to answer the question correctly.	I can use direct evidence from an informational text to explain and draw inferences.	**Vocabulary:** Quote, Explain, Directly States, Inference **Prior Knowledge:** Making Inferences, Find Evidence	September	Grade-level informational comprehension passage with explicit and inferential questions First CFA: 10/2/19 Retest: 10/24/19	RI.4.4

ELAGSE4RI2: I can determine the main idea and supporting details by using information from the text. I can summarize a text.	1. Locate the sentence that provides the main idea 2. Locate the sentences that support that main idea. 3. Summarize the story by using main idea and supporting details.	I can determine the main idea and supporting details in a grade level text. I can use main idea and supporting details to summarize the text.	**Vocabulary:** Determine, Main Idea, Explain, Supporting/Key Details, Summarize	October	First CFA: 10/30/19 Retest: 11/15/19	RL.4.3
ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	1. Locate the sentence(s) that provide the theme. 2. Locate the sentences that support that theme. 3. Use the 5 finger retell to summarize a story.	I can determine the theme by using details from the text. I can summarize a text.	**Vocabulary:** Determine, Theme, Explain, Supporting/Key Details, Summarize	November	First CFA: 11/20/19 Retest: 12/13/19	RL.4.7
ELAGSE4RL5: Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information provided.	1. Locate key words to determine the overall text structure.	Readers can describe the different types of text structures that can be found in a text	text, structure, key/clue words, chronology, sequence, campare, contrast, cause, effect, problem, solution	December	Grade level informational passages that require students to identify the text structure by using key words.First CFA: 12/18/19 Retest: 1/24/20	RI4.7 and RI4.8
W.4.2: Write informative texts to examine a topic and convey ideas clearly.	We will use a Georgia Milestones Rubric to ensure rigor is provided.	I can read/research information on a given topic and develop a piece of writing that has organized paragraphs, examples and details from text, and provides a concluding statement related to the information presented.	informative, topic, paragraphs, details, examples, quotes, linking words, precise language, introduction, conclusion	January/February	CFA: 2/7/20	W.4.7

NICE TO KNOW						
ELAGSE4RL4: I can determine the meaning of words and phrases in literature.	1. Identify words or phrases that help students determine the meaning of a word.		**Vocabulary:** Determine, Meaning, Vocabulary, Context, Figurative Language **Prior Knowledge:** Types of Context Clues		Reading Wonders Weekly Assessment (select questions)	W4.2d, L4.4a, L4.5a, b,c
ELAGSE4RI4: I can determine the meaning of words and phrases in informational text.	1. Identify words or phrases that help students determine the meaning of a word.		**Vocabulary:** Determine, Meaning, Vocabulary, Context **Prior Knowledge:** Types of Context Clues	U1W3, U2W3, U4W4, U5W3	Reading Wonders Weekly Assessment (select questions)	W4.2d, L4.4a, L4.5a, b,c
ELAGSE4RL9: I can compare and contrast themes and topics in stories from the same genre.	1. Identify similarities and differences in themes within the same genre. 2. Identify similarities and differences in topics within the same genre.		**Vocabulary:** Compare, Contrast, Same, Different, Similarities, Alike **Prior Knowledge:** How to identify similarities and differences, Use of Venn Diagram (Double Bubble)	U1W1, U1W2, U2W1, U2W2, U2W5, U3W1, U4W2, U4W3, U4W4, U4W5, U5W2, U5W4, U6W1, U6W3, U6W4, U6W5	Reading Wonders Weekly Assessment (select questions)	ELAGSE4R6
ELAGSE4RI9: I can include information from two nonficiton texts on the same topic when writing.	1. Identify important information from different texts to support a topic when writing. 2. Use the information correctly in a piece of writing.		**Vocabulary:** RACE (Restate, Answer, Cite Evidence, Explain) **Prior Knowledge:** Citing Evidence, Use of Graphic Organizer	U1W2, U1W3, U1W4, U1W5, U2W3, U2W4, U3W2, U3W3, U3W4, USW5, U4W1, U4W2, U4W3, U4W4, U5W2, U5W3, U5W4, U5W5, U6W1, U6W2, U6W3, U6W4	Reading Wonders Weekly Assessment (Select Questions) Research topic (two texts) Informational Extended Response: include at least 3 details from each text to support the topic	W.4.7, W.4.9