

Foundational Skills					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
R.F.3 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.	These are foundational skills that are essential to successful reading comprehension	Review vowel teams, r-controlled vowels, and complex consonants, as needed. (August)	Use syllabication patterns to decode words. Silent –e Syllables (October); Open Syllables (Nov.-Dec.)	Use syllabication patterns to decode words. Vowel Team Syllables (Jan.); Consonant –le Syllables (Feb.)	Use syllabication patterns to decode words. Vowel –r Syllables (March); Review all syllables (April)
R.F.4 Read with sufficient accuracy and fluency to support comprehension.		Use syllabication patterns to decode words. Closed Syllables (September)	Decode words with common Latin affixes.	Decode words with common Latin affixes.	Decode words with common Greek roots
		Use common prefixes and suffixes to decode words.			
		a. Read grade-level text with purpose and understanding. b. Read grade-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.			
		End of 9 weeks goal: Q Lexile Range 700-733	End of 9 weeks goal: R Lexile Range 734-766	End of weeks goal: S Lexile Range 767-799	End of weeks goal: T Lexile Range 800-833
Recommended Running Record Frequency: Emergent (A-G) every 2-4 weeks Upper Emergent (H-K) every 4-6 weeks Early Fluent (L-O) every 6-8 weeks Fluent (P and up) every 8-10 weeks		AIMSweb Fall Benchmark 90 th percentile = 159 wcpm 75 th percentile = 133 wcpm 50 th percentile = 107 wcpm 25 th percentile = 84 wcpm 10 th percentile = 61 wcpm	AIMSweb Winter Benchmark 90 th percentile = 177 wcpm 75 th percentile = 152 wcpm 50 th percentile = 125 wcpm 25 th percentile = 101 wcpm 10 th percentile = 77 wcpm	Mid-Benchmark Goals 90 th percentile = 186 wcpm 75 th percentile = 160 wcpm 50 th percentile = 132 wcpm 25 th percentile = 107 wcpm 10 th percentile = 83 wcpm	AIMS Spring Benchmark 90 th percentile = 194 wcpm 75 th percentile = 168 wcpm 50 th percentile = 139 wcpm 25 th percentile = 112 wcpm 10 th percentile = 89 wcpm

Reading Literature					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
R.L.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	13 -16 questions in part II of TNReady. 17-21 score points. 23-28% of the test	Practice finding and using text evidence in a passage by referring to details explicitly stated in the passage.	Use inference to explain the text based off of background knowledge and what the text explicitly says	Continue reinforcing by increasing the rigor of the standard.	
R.L.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		Review central message, lesson, and moral of a story (3). Introduce theme	Master the ability to find theme using details from the text. Be able to summarize the text	Continue reinforcing by increasing the rigor of the standard.	
R.L.4.3 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).		Review element of a story and explain how actions contribute to sequence of events (3) Examining the reasons for characters' actions Identifying and examining characters' motives Making inferences and drawing conclusions about characters, events and themes.	Continue reinforcing by increasing the rigor of the standard.		

Reading Literature (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
R.L.4.4 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).	23-28% of the test 17-21 score points 13 -16 questions in part II of TNReady.	Determine the meaning of words or phrases found in text by using surrounding text to guide understanding (Context clues, root words, affixes)	Recognize and analyze allusions in myths by focusing on the characters	Continue reinforcing by increasing the rigor of the standard.	
R.L.4.5 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.		Review simple terms learned in 3 rd grade and expand on the differences Explicitly teach definitions of structural elements.	Make connections to other texts by topic, major ideas, authors' styles, and genres of narratives and other structures	Continue reinforcing by increasing the rigor of the standard.	
R.L.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		Recognize and define the difference between first and third person point of view	Compare and contrast different points of view across texts. Use graphic organizers to map out differences	Continue reinforcing by increasing the rigor of the standard.	
R.L.4.7 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.		Recognize and discuss the artistic aspects of a text, including how illustrations/oral presentations and a narrative form a cohesive whole	Interpret and respond to illustrations and oral presentations Derive and record information from graphics	Continue reinforcing by increasing the rigor of the standard.	

Reading Literature (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
R.L.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.		Make connections to other texts by topic, major ideas, authors' styles, and genres.	Use knowledge from one text to help in understanding diverse cultures, theme, and setting encountered in multiple texts.	Continue reinforcing by increasing the rigor of the standard.	
R.L.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band (Lexile Range 770-980) proficiently, with scaffolding as needed at the high end of the range.		End of 9 weeks goal: Q Lexile Range 700-733	End of 9 weeks goal: R Lexile Range 734-766	End of weeks goal: S Lexile Range 767-799	End of weeks goal: T Lexile Range 800-833

Reading Informational						
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	
R.I.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	13 -16 questions in part II of TNReady. 17-21 score points. 23-28% of the test	Practice finding and using text evidence in a passage by referring to details explicitly stated in the passage.	Use inference to explain the text based off of background knowledge and what the text explicitly says. Infer causes of problems or outcomes in the text.	Provide specific examples of evidence to support written statements about the quality, accuracy, or craft of a text.	Continue reinforcing by increasing the rigor of the standard.	
R.I.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.		Identify the main idea and supporting details of a text. Summarize text by including appropriate and important details orally	Analyze important details of a text and report them in an organized written summarization.	Continue reinforcing by increasing the rigor of the standard.		
R.I.4.3 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.		Identify the cause and effect relationships of historical or scientific concepts	Explain what the text says explicitly about events, procedures, ideas, or concepts	Continue reinforcing by increasing the rigor of the standard.		
R.I.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.		Throughout year				
R.I.4.5 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.		Notice text structure such as description, temporal sequence, comparison and contrast, cause and effect.	Comment/explain how the layout contributes to the meaning and effectiveness of a text.	Break down the structure of a text to analyze the point that the author is making.	Continue reinforcing by increasing the rigor of the standard.	

Reading Informational (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
R.I.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspectives.	Use graphic organizers to show the differences in firsthand and secondhand accounts that pertain to the same text	Demonstrate changing perspectives as events in the text unfold.	Continue reinforcing by increasing the rigor of the standard.
R.I.4.7 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.		Use a full range of “readers’ tools” synthesis text features. Notice and discuss why the author used text features. Comment and assess how help text features are and how they help the reader	Continue reinforcing by increasing the rigor of the standard.		
R.I.4.8 Explain how an author uses reasons and evidence to support particular points in a text.		Think critically about the text in terms of quality of writing, accuracy, and logic.	Provide specific examples and evidence to support written statements about the quality, accuracy, or craft of a text.	Continue reinforcing by increasing the rigor of the standard.	
R.I.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		Identify similarities and differences across texts.	Mentally form categories of related information and revise them as new information is required across the text.	Continue reinforcing by increasing the rigor of the standard.	
R.I.4.10 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 (Lexile Range 770-980) proficiently, with scaffolding as needed at the high end of the range.		End of 9 weeks goal: Q Lexile Range 700-733	End of 9 weeks goal: R Lexile Range 734-766	End of weeks goal: S Lexile Range 767-799	End of weeks goal: T Lexile Range 800-833

Language					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language will be tested on part I and part II of the TNReady assessments. Part I: L.4.1, L.4.2, L.4.3 will be worth 4 points. Part II: L.4.1, L.4.2, L.4.3 will have 5 items / L.4.4, L.4.5 (RL.4.4, RI.4.4) will have 4-8	<ul style="list-style-type: none"> b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 	<ul style="list-style-type: none"> 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). g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	<ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). e. Form and use prepositional phrases. 	Continue reinforcing by increasing the rigor of the standard.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		<ul style="list-style-type: none"> a. Use correct capitalization. d. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> 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. 	Continue reinforcing by increasing the rigor of the standard.	

Language (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See previous page	<ul style="list-style-type: none"> 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., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	Continue reinforcing by increasing the rigor of the standard.		
L.4.4 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.		<ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 	Vocabulary Surge Lessons 6-9	Vocabulary Surge Lessons 10-13	Vocabulary Surge Lessons 14-17
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		<ul style="list-style-type: none"> c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<ul style="list-style-type: none"> 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. 	Continue reinforcing by increasing the rigor of the standard.	

Language (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
L.4.6 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).		Acquired throughout the year			

Writing					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Weeks 7-9</p>	1 Operational and 1 field tested item from either of the 3 writing modes. 20 points for written expression and 4 points for conventions	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.			
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Weeks 4-6</p>		a. Introduce a topic clearly and group related information in paragraphs and sections; include 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.			
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Weeks 1-3</p>		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.			

Writing (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
W.4.4 Produce clear and coherent 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.)		Take audience and purpose into account when choosing a topic. Clearly communicate main points.	Present ideas clearly and in a logical sequence or categories.	Continue reinforcing by increasing the rigor of the standard.	
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 29.)		Continue reinforcing by increasing the rigor of the standard.			
W.4.6 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.		Practice keyboarding skills by allowing students to publish writing pieces on the computer. Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).	Use efficient keyboarding skills to create drafts, revise, edit, and publish. Use spellcheck and grammar check on the computer. Be able to type a minimum of 1 page in a single sitting	Continue reinforcing by increasing the rigor of the standard.	

Writing (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.		Write a short report using information from one or more texts. Understand that feature articles and reports require research and organization.	Conduct research to gather information in planning a writing project.	Use a variety of resources (encyclopedia, Internet, books, etc.) to research and share information on a topic. Record notes and categorize information independently.	Continue reinforcing by increasing the rigor of the standard.
W.4.8 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.		Take notes from interviews or observations to gather information on a topic Search appropriate information multiple sources Use notes to create categories of information Use a bibliography to provide a list of sources			Continue reinforcing by increasing the rigor of the standard.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		<ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “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].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). 	Continue reinforcing by increasing the rigor of the standard.		

Writing (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
W.4.10 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.		Continue reinforcing by increasing the rigor of the standard.			

Speaking and Listening					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
SL.4.1 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.	Not specifically tested but essential for success	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.			
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Interpret and summarize important information orally Restate points that have been made or elaborate on them.	Continue reinforcing by increasing the rigor of the standard.		
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.		Add evaluative comments, making clear that an opinion is being stated.	Continue reinforcing by increasing the rigor of the standard.		
SL.4.4 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.		Make points in logical order, keeping audience in mind. Sequence ideas, examples, and evidence in a way that shows their relationship	Continue reinforcing by increasing the rigor of the standard.		
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Use visual displays as appropriate (diagrams, charts, illustrations).			Continue reinforcing by increasing the rigor of the standard.

Speaking and Listening (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
SL.4.6 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 1 for specific expectations.)		Demonstrate the use of specific language for different kinds of presentations.	Continue reinforcing by increasing the rigor of the standard.		

NOTE: Speaking and Listening standards should be embedded daily across all curricular areas.