

Grade 4

Adopted 2023

Foundational Reading

Phonics Decoding (Word Reading)

PD. Decode words, using knowledge of Latin prefixes, bases, and suffixes and connectives. **4.FR.1.PD**

Phonics Encoding (Word Writing)

PE. Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice). **4.FR.2.PE**

PE. Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost). **4.FR.3.PE**

PE. Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes and with the use of connectives as needed. **4.FR.4.PE**

Handwriting

H. Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness. **4.FR.5.H**

Fluency

F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. **4.FR.6.F**

Reading Comprehension

Reading Fundamentals

RF. Ask questions about key details in a text. **4.RC.1.RF**

RF. Answer explicit and inferential questions, using details from a text. **4.RC.2.RF**

RF. Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic. **4.RC.3.RF**

RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. **4.RC.4.RF**

RF. Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text. **4.RC.5.RF**

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. **4.RC.6.RF**

Reading Literature

- RL. Describe how a character changes throughout a story. [4.RC.7.RL](#)
- RL. Explain how the setting contributes to the plot of a story. [4.RC.8.RL](#)
- RL. Determine the theme of a story. [4.RC.9.RL](#)
- RL. Compare and contrast stories with similar central messages and topics. [4.RC.10.RL](#)
- RL. Explain what information is gained from adding multimedia elements to the reading of a text. [4.RC.11.RL](#)
- RL. Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations. [4.RC.12.RL](#)
- RL. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. [4.RC.13.RL](#)

Reading Information

- RI. Explain how an author uses reasons and evidence to support specific points in a text. [4.RC.14.RI](#)
- RI. Integrate information from two texts on the same topic when writing or speaking about the topic. [4.RC.15.RI](#)
- RI. Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution). [4.RC.16.RI](#)
- RI. Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text. [4.RC.17.RI](#)
- RI. Compare and contrast a firsthand and secondhand account of the same event or topic. [4.RC.18.RI](#)

Vocabulary

1. Determine or clarify the meaning of words and phrases in texts read aloud or independently. [4.V.1](#)
 2. Use context clues to infer the meaning of words or phrases. [4.V.2](#)
 3. Consult reference materials to clarify pronunciation and/or precise meaning of words. [4.V.3](#)
 4. Use the relationship between a word and its antonyms and synonyms to deepen understanding. [4.V.4](#)
 5. Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions. [4.V.5](#)
 6. Explain the meaning of figurative language, including similes, metaphors, and idioms. [4.V.6](#)
 7. Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity). [4.V.7](#)
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Writing

Style

- S. Write an opinion (argument) to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources. [4.W.1.S](#)
 - S. Write informative or explanatory pieces about a topic, using sources. [4.W.2.S](#)
 - S. Write a narrative, using a logical plot (sequence of events, characters, and setting) and strong voice. [4.W.3.S](#)
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Production

- P. Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions. [4.W.4.P](#)
 - P. Organize writing logically, constructing an introduction, body, and conclusion. [4.W.5.P](#)
 - P. Use transitional words, phrases, and clauses to connect ideas. [4.W.6.P](#)
 - P. Plan and revise writing to convey ideas precisely. [4.W.7.P](#)
 - P. Edit writing to include K-4 language conventions for publishing. [4.W.8.P](#)
 - P. Conduct short research by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response. [4.W.9.P](#)
 - P. Take notes, sort evidence into categories, and include a list of sources. [4.W.10.P](#)
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Collaborative Communication

Oral Language

- OL. Participate in collaborative conversations following class created guidelines to expand upon conversations. [4.CC.1.OL](#)
 - OL. Identify the reasons and evidence a speaker provides to support specific points. [4.CC.2.OL](#)
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Presentation

- P. Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace. [4.CC.3.P](#)
 - P. Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting. [4.CC.4.P](#)
 - P. Speak audibly, using standard English as appropriate to the task and/or situation. [4.CC.5.P](#)
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Language

Structures

- S. Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house). 4.L.1.S
 - S. Use relative pronouns (e.g., who, which, that, whose, whom). 4.L.2.S
 - S. Use possessive pronouns as adjectives (e.g., their house, her dog). 4.L.3.S
 - S. Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun). 4.L.4.S
 - S. Use comparative and superlative adjectives (e.g., funnier, funniest). 4.L.5.S
 - S. Use verb tense to convey various times, sequences, states, and conditions. 4.L.6.S
 - S. Use progressive verb tenses (i.e., helping verbs). 4.L.7.S
 - S. Use subject/verb agreement. 4.L.8.S
 - S. Use comparative and superlative adverbs (e.g., farther, farthest). 4.L.9.S
 - S. Use subordinating conjunctions to produce complex sentences. 4.L.10.S
 - S. Use interjections (e.g., eek, yikes). 4.L.11.S
 - S. Use prepositional phrases. 4.L.12.S
 - S. Use contractions. 4.L.13.S
 - S. Produce complex sentences, using dependent clauses and subordinating conjunctions. 4.L.14.S
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Conventions

- C. Use correct capitalization. 4.L.15.C
- C. Capitalize words for emphasis (e.g., WOW! NO!). 4.L.16.C
- C. Capitalize dialogue. 4.L.17.C
- C. Use end marks in dialogue. 4.L.18.C
- C. Use commas in dialogue. 4.L.19.C
- C. Use commas in quotations from a text. 4.L.20.C
- C. Use commas to separate an introductory element. 4.L.21.C
- C. Use quotation marks in dialogue. 4.L.22.C
- C. Use quotation marks in quotations from a text. 4.L.23.C