	Cluster	**I Can…**	**Key Vocabulary**
Reading: Literature (A)/Informational Text (B)	1. **(A) (B)** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Define explicit. -Define inference. -Refer to details and examples in a story that support inferences. -Refer to details and examples in a story that support the author's inferences.	• Explicit • Inference • Text
	2. **(A)** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	-Define theme. -Tell the theme using details from the story. -Tell or write a summary of the story.	• Theme • Drama • Poem • Summarize • Text
	(B) Determine the main idea of a text and explain how it is supported by key details; summarize the text	-Determine the main idea of a text using supporting details. -Tell or write a summary of the text.	• Main idea • Summarize • Text
	3. **(A)** 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).	-Using details from a text describe with detail a character, setting or event.	• Text
	(B) 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.	-Tell what happened and why in a non-fiction text.	• Text

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	Cluster	I Can…	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	4. **(A)** 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). **(B)** Determine the meaning of general academic and domain specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	-Identify words that refer to characters found in mythology. -Tell the meaning of a word using a text.	• Allude • Mythology • General academic words • Domain specific words /phrase • Texts
	5. **(A)** 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. **(B)** 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.	-Tell the differences in poems, drama and prose. -Explain the structural elements of poems when writing or speaking. -Explain the structure of a text. -Explain the structural elements of drama when writing or speaking.	• Poems • Drama • Prose • Structural elements • Texts • Chronology • Comparison • Cause/effect • Problem/solutions • Structural elements • Drama
	6. **(A)** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.	-Compare points of view from different stories. -Contrast points of view from different stories. -Explain the difference between first and third person narration.	• Point of view • First person narration • Third person narration

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	Cluster	I Can…	Key Vocabulary
	(B) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	-Compare firsthand and secondhand -accounts of the same event. -Contrast firsthand and secondhand accounts of the same event. -Describe the differences in focus and the information given.	• Firsthand account • Secondhand account • Text
Reading: Literature (A)/Informational Text (B)	7. **(A)** 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.	-Link the connections between text and pictures or oral presentations. -Talk about the differences and similarities between written pages and pictures or oral reading.	• Connections • Visual presentations • Oral presentations • Text
	(B) Interpret information presented visually, orally, or quantitatively (e.g., 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.	-Tell the meaning of information that is presented other than in word format. -Show how information presented other than in writing can help me better understand the text.	• Interpret • Visually • Orally • Quantitatively • Text
	8. **(A)** Not applicable to literature) **(B)** explain how an author uses reasons and evidence to support particular points in a text.	-Explain how an author uses reasons and evident to support points in a text.	• Reasons • Evidence
	9. **(A)** 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.	-Compare similar themes, topics, and patterns of events from stories, myths and literature from other cultures. -Contrast similar themes, topics. and patterns of events from stories, myths and literature from other cultures.	• Compare • Contrast • Similar themes • Cultures

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	Cluster	I Can…	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	**(B)** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	-Find information from two texts on the same subject. -Put information together from two texts.	• Integrate • Texts
	10. **(A)** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(B)** 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 proficiently, with scaffolding as needed at the high end of the range.	-Read and comprehend grade appropriate literature. -Read and comprehend grade appropriate text.	• Scaffolding • Comprehend • Scaffolding • Comprehend • Texts
Reading: Foundational Skills	1. N/A		
	2. N/A		
	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.	-Use my decoding skills to read unfamiliar words of more than one syllable.	• Grade-level phonics • Letter-sound correspondence • Syllabication patterns • Morphology

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	Cluster	I Can…	Key Vocabulary

	4. Read with sufficient accuracy and fluency to support comprehension.
	   a. Read grade-level text with purpose and understanding.
	   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		-Read with purpose and understanding.
		-Use context of sentence or story to help with word recognition and understanding.
			• Fluency
			• Context

Writing	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	   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.
		-Write an opinion supporting my point of view with reasons and facts and end with a concluding statement.	• Organizational structure
			• Opinion pieces
			• Concluding statement

	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	   a. Introduce a topic clearly and group related information in paragraphs and sections; including 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.
		-Choose a topic.
		-Define formatting.
		-Write an informative text that includes an introduction, paragraphs with proper formatting (when appropriate),words specific to the topic and a concluding statement.
			• Informative text
			• Explanatory text
			• Formatting
			• Precise language
			• Domain-specific vocabulary
			• Concluding statement
			• Concrete details
			• Introduction

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	Cluster	I Can…	Key Vocabulary
Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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 narrated experiences or events.	-Define a narrative. -Identify a situation, introduce a narrator, sequence an event showing how characters respond, use transitional words, provides sensory details, and have a conclusion .	• Narratives • Transitional words • Concrete words/phrases • Sensory details • Conclusion
	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.)	-Produce a writing the follows the appropriate guidelines (opinion, informational, narrative).	• Coherent
	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.)	-Plan my writing. -Revise and edit my writing. -Produce a final writing piece.	• Planning • Revising • Editing
	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.	-Use technology to write and publish my writing. -Use my keyboarding skills to write, at a minimum, a one-page writing assignment in one sitting.	• Keyboarding skills • Collaborate • Technology

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	Cluster	I Can…	Key Vocabulary
Writing	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	-Define research. -Complete a small research project.	• Research projects • Research
	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.	-Recall information from experience or reading. -Take notes. -Sort my information. -List my source.	• Relevant information • Sources
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").	-Describe evidence from a text that supports analysis, reflection and research. -Explain an author's reasons to support points in a story.	• Analysis • Reflection • Research
	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.	-Write about a topic over long periods of time. -Write about a topic over short periods of time. -Write for a variety of tasks. -Write for a variety of audiences.	• Discipline-specific task • Research • Reflection • Revision

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	Cluster	I Can…	Key Vocabulary

Speaking & Listening	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.
	   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.
		-Participate in group discussions with diverse partners.
		-Participate in one-on-one discussions.
		-Participate in teacher-led discussions.
		-Follow rules for discussions
		-Follow assigned role.
		-Contribute to discussions.
		-Review and explain main ideas from the discussion.
			• Collaborative discussion
			• Diverse partners

	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	-Put into my own words the information presented orally, visually, or in writing.	• Paraphrase
	3. Identify the reasons and evidence a speaker provides to support particular points.	-Retell the reasons and evidence a speaker has given.	• Reasons • Evidence
	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 theme; speak clearly at an understandable pace.	-Present on a topic in logical order using relevant facts and details. -Speak clearly at an understandable pace.	• Relevant facts • Understandable pace • Descriptive details • Logical order

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	Cluster	I Can…	Key Vocabulary
Speaking & Listening	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	-Add audio recordings and visual displays to my presentation when appropriate.	• Audio recordings • Visual displays
	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.	-Explain when a presentation needs to use formal or informal English.	• Formal English • Informal discourse • Informal English

Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Use relative pronouns (*who, whose, whom, which, that)* and relative adverbs (*where, when, why)*
	  b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses
	  c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
	  d. Order adjective within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
	  e. Form and use prepositional phrases
	  f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	  g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
		-Use relative pronouns correctly.
		-Use relative adverbs correctly.
		-Form progressive verbs correctly.
		-Use progressive verbs correctly.
		-Place a series of adjectives in a conventional order.
		-Identify prepositional phrases.
		-Use prepositional phrases correctly.
		-Write complete sentences.
		-Identify fragment and run-ons.
		-Identify words that sound alike but are spelled differently.
			• Relative pronouns
			• Relative adverbs
			• Progressive verb tenses
			• Modal auxiliaries
			• Conventional patterns/order
			• Prepositional phrases
			• Fragments
			• Run-ons
			• Adjectives
			• Frequently confused words

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	Cluster	I Can…	Key Vocabulary
Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. 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. d. Spell grade-appropriate words correctly, consulting references as needed.	-Capitalize words correctly. -Use commas with quotation marks correctly. -Identify coordinating conjunctions. -Identify compound sentences correctly. -Use a comma before a coordinating conjunction in a compound sentence. -Spell 4th grade words correctly.	• Capitalization • Coordinating conjunction • Compound sentences • Commas with quotation marks • References
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	-Use words that explain my ideas. -Use punctuation for effect. -Explain when writing, speaking, reading or listening is using formal or informal English.	• Formal English • Informal English • Punctuation • Informal discourse
	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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph)*. 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.	-Recognize context clues that will help me with the meaning of a word or phrase. -Name common Greek affixes and roots that will help me with the meaning of a word. -Name common Latin affixes and roots that will help me with the meaning of a word. -Use reference materials to help with the meanings of words or phrases.	• Context clue • Greek affixes/roots • Latin affixes/roots • Reference materials • Pronunciation

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	Cluster	I Can…	Key Vocabulary
Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	-Define figurative language and give an example. -Give the meaning of a simile. -Identify a simple simile. -Give the meaning of a metaphor. -Recognize and give the meaning of common idioms. -Recognize and give the meaning of common adages. -Recognize and give the meaning of common proverbs. -Explain the difference between antonyms and synonyms. -Give examples of antonyms and synonyms.	• Figurative language • Simple similes • Metaphors • Common idioms • Common adages • Common proverbs • Antonyms • Synonyms
	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).	-Use grade 4 level words and phrases that signal precise actions, emotions or states of being that are relevant to the topic.	• States of being • Domain-specific words

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