



4th Grade Language Arts



Curriculum used to complete units:

Supplements

Intervention if applicable

****Yearly Overview:** Students should spend the large majority of their time on the major work of the grade (in bold). Supporting and additional work can engage students in the major work of the grade.

LP1		LP2		LP3		LP4	
I can show what I have learned about letters, sounds and words in my reading and figure out how to correct words I am having trouble with (RF.4.3).		I can read with sufficient accuracy and fluency to support comprehension and aloud at the right speed and with expression at the 4th grade level (RF.4.4)		I can show what I have learned about letters, sounds and words in my reading and figure out how to correct words I am having trouble with (RF.4.3).		I can read with sufficient accuracy and fluency to support comprehension and aloud at the right speed and with expression at the fourth grade level (RF.4.4)	
I can identify main ideas and explain how it is supported from details in the text and summarize the text.(RI.4.2)		I can refer to details and examples in a text when explaining what the text says explicitly & when drawing inferences(RL.4.1)		I can compare and contrast the different points of views within stories (ie: first and third person) (RI.4.5)		I can determine a theme of a story, drama, or poem and explain how it is supported from details in the text (RL.4.2)	
I can read and comprehend information text independently and proficiently at fourth grade level (RI.4.10)		I can determine a theme of a story, drama, or poem and explain how it is supported from details in the text (RL.4.2)		I can determine or clarify the meaning of unknown or multiple meaning words and phrases using a range of strategies (L.4.4)		I can determine the meaning of words and phrases as they are used in a text (RL.4.4)	
I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (L.4.1)		I can describe and use specific details in fiction text to help me describe a character, setting or event in the story (RL.4.3)		I can use knowledge of language and its conventions when writing, speaking , reading or listening (L.4.3)		I can compare and contrast how authors from different cultures write about similar themes in stories (RL.4.9)	
I can produce clear and coherent multi paragraph writing where development and organization are appropriate to task, purpose, and audience (W.4.4)		I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (L.4.6)		I can demonstrate command of the conventions of Standard English capitalization punctuation, and spelling when writing (L.4.2)		I can make connections between the text of a story/drama and a visual or oral presentation of the text (RL.4.7)	
I can recall relevant information from experiences or print/digital sources; take notes, paraphrase, and categorize info. and provide a list of sources (W.4.8)		I can use support from peers and adults, to strengthen writing by planning, revising, and editing (W.4.5)		I can paraphrase portions of a text read aloud or information presented in diverse media formats including visually, quantitatively, and orally (SL.4.2)		I can write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences (W.4.10)	
I can write to inform/explain topics or ideas to others clearly (W.4.2)		I can write stories with good technique, descriptions, and sequence (W.4.3)		I can write to inform/explain topics or ideas to others clearly (W.4.2)		I can write stories with good technique, detailed descriptions, and a clear sequence (W.4.3)	
I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9).		I can use technology to produce and publish writing and to interact and collaborate with others; (W.4.6)		I can recall relevant information from experiences or print/digital sources; take notes, paraphrase, and categorize info. and provide a list of sources (W.4.8)		I can use support from peers and adults, to strengthen writing by planning, revising, and editing (W.4.5)	
I can engage in discussions on grade 4 topics/texts, building on others' ideas and expressing my own (SL.4.1)		I can use and differentiate between contexts that call for formal English (e.g., presenting ideas) and informal English (SL.4.6)		I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)		I can use technology to produce and publish writing and to interact and collaborate with others; (W.4.6)	
						I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5)	



4th Grade Language Arts



LP5		LP6		LP7		LP8	
I can show what I have learned about letters, sounds and words in my reading and figure out how to correct words I am having trouble with (RF.4.3)		I can read with sufficient accuracy and fluency to support comprehension and aloud at the right speed and with expression at the 4th grade level (RF.4.4)		I can show what I have learned about letters, sounds and words in my reading and figure out how to correct words I am having trouble with (RF.4.3)		I can read with sufficient accuracy and fluency to support comprehension and aloud at the right speed and with expression at the fourth grade level (RF.4.4)	
I can identify main ideas and explain how it is supported from details in the text and summarize the text.(RI.4.2)		I can refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences from text (RI.4.1)		I can identify main ideas and explain how it is supported from details in the text and summarize the text.(RI.4.2)		I can integrate information from two texts on the same topic to write and speak about the subject knowledgeably (RI.4.9)	
I can explain events, procedures and ideas or concepts in a historical or scientific text (RI.4.3)		I can compare and contrast the different points of views (ie: first and third person) within stories (RL.4.6)		I can determine the meaning of domain specific words or phrases in a fourth grade level text (RI.4.4)		I can figure out, understand and use information from charts, graphs, etc. to help me explain my understanding of informational texts (RI.4.7)	
I can explain major differences between poems, drama, and prose (including the structural elements) (RL.4.5)		I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (L.4.1)		I can explain how an author uses reasons and evidence to support particular points in a text (RI.4.8)		I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,(L.4.6)	
I can an understanding of figurative language, word relationships, and nuances in meanings of words (L.4.5)		I can use knowledge of language and its conventions when writing, speaking , reading or listening (L.4.3)		I can determine or clarify the meaning of unknown or multiple meaning words and phrases using a range of strategies(L.4.4)		I can demonstrate command of the conventions of Standard English capitalization punctuation, and spelling when writing (L.4.2)	
I can write to share my opinion on topics or texts and provide reasons and information to support that opinion (W.4.1)		I can write to share my opinion on topics or texts and provide reasons and information to support that opinion (W.4.1)		I can conduct short research projects to help me learn about topics through investigation (W.4.7)		I can conduct short research projects to help me learn about topics through investigation (W.4.7)	
Produce clear and coherent multi paragraph writing where development and organization are appropriate to task, purpose, and audience (W.4.4)		I can write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences (W.4.10)		Produce clear and coherent multi paragraph writing where development and organization are appropriate to task, purpose, and audience (W.4.4)		I can write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences (W.4.10)	
I can recall relevant information from experiences or print/digital sources; take notes, paraphrase, and categorize info. and provide a list of sources (W.4.8)		I can use support from peers and adults, to strengthen writing by planning, revising, and editing (W.4.5)		I can recall relevant information from experiences or print/digital sources; take notes, paraphrase, and categorize info. and provide a list of sources (W.4.8)		I can use support from peers and adults, to strengthen writing by planning, revising, and editing (W.4.5)	
I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)		can use technology to produce and publish writing and to interact and collaborate with others; (W.4.6)		I can draw evidence from informational texts to support analysis, reflection, and research. (W.4.9)		I can use technology to produce and publish writing and to interact and collaborate with others; (W.4.6)	
I can make a presentation in an organized manner, using appropriate facts & details to support main ideas or themes; speak clearly at an understandable pace (SL.4.4)		I can paraphrase portions of a text read aloud or information presented in diverse media formats including visually, quantitatively, and orally (SL.4.2)		I can identify the reasons and evidence a speaker or media source provides to support particular points (SL.4.3)		I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5)	

4th Grade Academic Vocabulary: Accurately, Alliteration, Analogy, Analyze, Author's Purpose, Biography, Caption, Cause/Effect, Character, Chronological, Cite, Climax, Compare/Contrast, Conflict, Conclusions, Context Clues, Culture, Diagram, Dialogue, Dictionary, Drama, Drawing Conclusion, Editing, Evidence, Experience, Explain, Expository, Fact, Fantasy, Figurative Language, First Person, Folktale, Fluency, Formal, Genre, Homographs, Idioms, Illustrator, Index, Inference, Informal, Italics, Legend (Map Key), Literal Meaning, Main Idea, Media, Menu, Mood, Moral, Myth, Mythology, Opinion, Order, Paragraph, Plot, Point of View, Primary Source, Problem/Solution, Quote, Quotations, Recall, Reference Materials, Resolution, Restatement, Revise, Rhyme, Rhythm, Rising Action, Rubric, Scan, Skim, Sequence, Setting, Shades of Meaning, Simile, Solution, Stage Directions, Stanza, Summary, Summarizing, Supporting Details, Text Features, Theme, Thesaurus, Third Person, Topic Sentence, Verse, Visualize, Vocabulary