Standards Based Map

4th Grade ELA

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
	ELA.4.R.C1.1: refer to details and examples in literary text when explaining what the text says explicitly and when drawing inferences ELA.4.R.C1.2: determine a theme of a story drama or poem from details in the literary text; summarize the text ELA.4.R.C1.3: describe in depth a character, setting, or event in a story or drama drawing on specific details in the literary text ELA.4.R.C2.1: determine the meaning of words and phrases that are used in literary text including those that allude to significant characters found in mythology ELA.4.R.C2.2: explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about literary text ELA.4.R.C2.3: compare and contrast	I can explain a story by referring to details and examples in the text. I can figure out the theme of a piece of fiction by thinking about the details in the text. I can summarize a piece of fiction in my own words. I can use specific details in a story to help me describe a character, setting or event in the story. I can figure out the meanings of words and phrases an author uses. I can understand words that may be derived from characters found in mythology I can write and talk about the differences between poems, plays and fictional stories. I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk	R.C1.1-Why is it necessary to refer to detail and examples in a text when explaining what it means? R.C1.2-What is the difference between the theme and the main idea of a piece? R.C1.3-How do authors use story elements to raise questions and influence our thinking? R.C2.1-How do good readers use context to generate meaning? R.C2.2-How can text structure aid the reader in differentiating between poetry,	Inferences, theme, summarize, describe, allude, mythology, prose, compare, contrast, first-person narration, third-person narration, visual, oral presentation, description, roots, affixes, multisyllabic words, accuracy, fluency, comprehension, poetry, rate, expression, narrative, narrator, sequence, dialogue, transitional words, conclusion,	Read, Cover, Remember, Retell; GIST; Capture This; I Have, Who Has; Flip Books; Inference Bags; Literature Circles; Novel Units; Webquests; close reading; read alouds; PIE- author's purpose; balanced literacy; tumble books;	Class sets of novels; dictionaries and thesauruses; Readworks.org; readwritethink. org; Edmodo; storynory.com;	Selected response, written response, short answer, essay, performance assessment, product assessment, interview, oral exam, discussion, anecdotal notes, collaborative projects, teacher observations	

the point of view from which literary about a piece of fiction. prose and drama? audience, revise, edit, publish, text are narrated including the R.C2.3 How does I can compare and contrast difference between first and third the point of view collaborate, different stories by thinking of a story affect evidence, person about the different points of the plot? paraphrase, view. **ELA.4.R.C3.1:** make connections **R.C3.1**-How does adverbs, I can tell the difference between prepositional making a between the text of a story or drama first- and third- person and a visual or oral presentation of connection phrase, narrators. between the text the literary text fragment, I can make connections between and a presentation quotation a written text and visual or oral **ELA.4.R.C3.2:** compare and contrast of the text marks, comma, presentation of the same text. similar themes and topics and enhance my compound patterns of events in various forms of understanding of sentence, I can compare and contrast dictionary, literary text from different cultures the text? similar themes and events in R.C3.2-How can a glossary, stories, myths and traditional **ELA.4.R.C4.1:** by the end of the year reader compare thesaurus, literature from different read and comprehend literature, and contrast pronunciation, cultures. including stories, dramas, and poetry, similar themes and figurative in the grades 4-5 text complexity topics from language, I can read and understand fourth band proficiently, with scaffolding as literary text? nuance, simile, grade literature. R.C4.1-What needed at the high end of the range metaphor, strategies do good idiom, adage, I can read and understand root ELA.4.R.C7.1: readers use every proverb, words that also have prefixes or know and apply grade-level phonics time they read to antonym, suffixes. and word analysis skills in decoding comprehend? synonym, I can read unfamiliar words that R.C7.1-What words have more than one syllable strategies do good ELA.4.R.C8.1: readers use to I can use context to check my read with sufficient accuracy and decode words? understanding of fourth grade fluency to support comprehension R.C8.1-What text, and reread if necessary strategies do good **ELA.4.W.C9.3**: write narratives to readers use to I can read with sufficient

support

comprehension?

accuracy and fluency to support

comprehension

develop real or imagined experiences

or events using effective technique,

descriptive details and clear event		W.C9.3-How do			
sequences	I can write stories using a clear	writers engage			
	sequence of events and	their readers by			
ELA.4.W.C10.1: produce clear and	descriptive details	sharing personal			
coherent writing in which the		or imagined			
development and organization are	I can produce clear, developed	experiences?			
appropriate to task, purpose, and	and organized writing.	How does the			
audience	I can write for different	audience influence			
	purposes, audiences and topics.	the format of your			
ELA.4.W.C10.2: with guidance and	I can plan, revise and edit my	writing? How does			
support from peers and adults,	writing with the help of peers	the purpose			
develop and strengthen writing as	and adults.	influence the			
needed by planning, revising, and		format of your			
editing	I can use technology to create	writing?			
FLA 4 W C10 2: with some guidenes	pieces of writing and to interact and share ideas with others	W.C10.1-How			
ELA.4.W.C10.3: with some guidance and support from adults, use		does the audience influence the			
technology, including the Internet, to	I can use appropriate	format of your			
produce and publish writing as well	keyboarding skills to type one	writing?			
as to interact and collaborate with	page of my writing at a time, in	How does the			
others; demonstrate sufficient	a single sitting.	purpose influence			
command of keyboarding skills to	l and nothing or ideas of form all	the format of your			
type a minimum of one page in a	I can gather evidence from all	writing?			
single sitting	my reading to support my	W.C10.2 -Why do			
	writing	all authors need to			
ELA.4.W.C11.3: draw evidence from	I can write on a regular basis	edit their pieces?			
literary or informational texts to	with stamina for different tasks,	W.C10.3 -How			
support analysis, reflection, and	purposes, and audiences	does technology			
research		aid in the			
	I can interact effectively in	publishing			
ELA.4.W.C12.1: write routinely over	collaborative discussions with	process?			
extended time frames (time for	diverse partners on <i>grade 4</i> topics and texts	W.C11.3-How can			
research, reflection, and revision) and	topics und texts	a writer use			
shorter time frames (a single sitting	I can paraphrase text read aloud	evidence to			
	i can parapinase text read dibud				

or a day or two) for a range of	or information presented to me	support analysis,			
discipline-specific tasks, purposes,	I can identify the reasons a	reflection and			
and audiences	speaker gives to support his/her	research?			
	points	W.C12.1 -How			
ELA.4.SL.C13.1:	politis	does the audience			
engage effectively in a range of	I can use relative pronouns and	influence the			
collaborative discussions (one-on-	relative adverbs correctly when I	format of your			
one, in groups, and teacher-led) with	speak or write	writing?			
diverse partners on grade 4 topics	•	How does the			
and texts, building on others' ideas	I can correctly write and use	purpose influence			
and expressing their own clearly	progressive verb tenses	the format of your			
	I can use auxiliary words to show	writing?			
ELA.4.SL.C13.2: paraphrase portions	different conditions	SL.C13.1-How			
of a text read aloud or information	I can correctly order adjectives	does effective			
presented in diverse media and	within sentences according to	engagement in a			
formats, including visually,	conventional standard English	collaborative			
quantitatively, and orally	· ·	discussion about a			
	I can correctly write and use	topic or text			
ELA.4.SL.C13.3: identify the reasons	prepositional phrases	increase my			
and evidence a speaker provides to	can write complete sentences	understanding			
support particular points	I can recognize inappropriate	about a topic or			
	sentence fragments and run on	text?			
ELA.4.L.C15.1: demonstrate	sentences	How does listening			
command of the conventions of		to others' ideas			
Standard English grammar and usage	I can correctly use frequently	and opinion			
when writing or speaking	confused words	increase my			
	I can correctly use capitalization	understanding of a			
ELA.4.L.C15.2: demonstrate	in all of my writing	topic or text?			
command of the conventions of	I can use commas and quotation	SL.C13.2-How can			
Standard English capitalization,	marks appropriately in dialogue	the speaker			
punctuation, and spelling when	, ,	demonstrate their			
writing	I can correctly use a comma and	learning through			
	conjunction when connecting	paraphrasing			
ELA.4.L.C16.1: use knowledge of	two simple sentences	information from			

language and its conventions when	I can use an appropriate	text or other			
writing, speaking, reading, or	reference to help me spell	formats?			
listening	fourth grade words.	SL.C13.3-How			
		does a speaker use			
ELA.4.L.C17.1 : determine or clarify	I can choose interesting words	reasons and			
the meaning of unknown and	and phrases to help others	evidence to			
multiple-meaning words and phrases	understand my ideas better	support their			
based on <i>grade 4 reading and</i>	I can choose various punctuation	points?			
content, choosing flexibly from a	to help me convey different	L.C15.1 -How do			
range of strategies	moods	we use the English			
		language			
ELA.4.L.C17.2: determine or clarify	I can figure out when I need to	appropriately to			
the meaning of unknown and	use formal speech and when I	speak and write?			
multiple-meaning words and phrases	can use informal speech	L.C15.2 -How do			
based on <i>grade 4 reading and</i>	Lean determine the meanines of	we use the English			
content, choosing flexibly from a	I can determine the meanings of	language			
range of strategies	unknown multiple-meaning words by using context clues	appropriately to			
	, ,	speak and write?			
ELA.4.L.C17.3: acquire and use	I can determine the meanings of	L.C16.1 -What			
accurately grade-appropriate general	unknown words by using what I	difference does			
academic and domain-specific words	know about common Greek and	using proper			
and phrases, including those that	Latin prefixes, suffixes and roots	conventions and			
signal precise actions, emotions, or	I can use print and computer	grammar make on			
states of being (e.g., quizzed, whined,	dictionaries to help me find the	what I write and			
stammered) and that are basic to a	pronunciations and clarify	speak?			
particular topic	meanings of new words or	L.C17.1-How does			
	phrases.	the context affect			
	•	the meaning of			
	I can understand figurative	certain (multiple-			
	language, word relationships	meaning) words?			
	and small shades of differences	L.C17.2-How does			
	in word meanings	an author's use of			
	I can explain the meaning of	figurative language			
	simple similes and metaphors in	affect a piece of			
	simple similes and metaphors in				

		I can recognize and explain the meaning of common idioms, adages and proverbs I can understand words by relating them to their antonyms and synonyms I can figure out and use fourth grade words that show specific actions, emotions or states of being. I can figure out and use fourth grade words that are centered around a specific topic.	writing? L.C17.3-How do I find and accurately use grade- appropriate words and phrases to demonstrate my understanding of a topic?					
Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
	ELA.4.R.C1.4: refer to details and examples in informational text when explaining explicitly and when drawing inferences ELA.4.R.C1.5: determine main idea	I can explain what a piece of nonfiction teaches me by referring to details and examples in the text I can figure out the main idea in	R.C1.4-Why is it necessary to refer to details and examples in a text when explaining what it means?	Inference, summarize, procedure, informational text, chronology,	Alpha box; GIST; Read, Cover, Remember, Retell; KWL; Flipbooks;	Brainpop.com; edhelper.com; readworks.org; scholastic.com/ teacher/story- starters;	Selected response, written response, short answer, essay,	

procedures, ideas, or concepts in	I can explain why and how	main idea of a	interpret,	balanced	interview,	
historical, scientific, or technical text	events, procedures, ideas or	text?	interactive	literacy;	oral exam,	
	concepts in historical, scientific	How is the main	elements,	graphic	discussion,	
ELA.4.R.C2.4: determine the	or technical texts happened by	idea used to help	evidence,	organizers;	anecdotal	
meaning of words in informational	using the information presented	reader	integrate,	THIEVES; QAR;	notes,	
text		summarize?	syllabication,	tumble books;	collaborative	
	I can understand the meanings	R.C1.6-How do	roots affixes,		projects,	
ELA.4.R.C2.5: describe the structure	of words and phrases in fourth	you interpret	multisyllabic		teacher	
of events, ideas, concepts, or	grade science and social studies	important ideas,	words, accuracy,		observations	
information in informational text	texts	events,	fluency,			
	I can describe how various forms	procedures and	comprehension,			
ELA.4.R.C2.6: compare/contrast	of nonfiction are structured	concepts when	rate, expression,			
firsthand and secondhand account of		reading	opinion,			
the same event or topic	I can compare and contrast a firsthand and secondhand	nonfiction?	informative/expl			
	account of the same event or	R.C2.4-How does	anatory,			
ELA.4.R.C3.3: interpret information		the vocabulary	multimedia,			
presented visually, orally, or	topic	related to my unit	comprehension,			
quantitatively (charts, graphs,	I can interpret and use	of study help me	audience, revise,			
diagrams, timelines, etc.)	information from charts, graphs,	better understand	edit, publish,			
	diagrams, time lines, animations	the concept?	research,			
ELA.4.R.C3.4: explain how an author	or other internet presentations	R.C2.5- How does	relevant			
uses reasons and evidence to support	to understand nonfiction	the overall	information,			
points in informational text	I can explain how an author uses	structure of non-	print sources,			
	reasons and evidence to support	fiction affect its	digital sources,			
ELA.4.R.C3.5: integrate information	particular points in a text	meaning?	evidence,			
from two informational texts on the	I can use information from two	R.C2.6- How does	paraphrase,			
same topic in order to write or speak	different texts on the same topic	point of view	audio recording,			
about the subject	to help me write or speak	affect the recount	visual display,			
	knowledgeably about the topic.	of the focus and	presentation,			
ELA.4.R.C4.2: read and comprehend	and the topic.	information of the	adverb,			
informational texts, (history/social	I can read and understand root	same event or	prepositional			
studies, science, technical texts) in	words that also have prefixes or	topic?	phrase,			
the grades 4-5 complexity band	suffixes	R.C3.3-How do	fragment,			
proficiently		various	quotation			

				I	
	I can read unfamiliar words that	presentations of	marks, comma,		
ELA.4.R.C7.1: know and apply §	•	information affect	compound		
level phonics and word analysis		the learner's	sentence, diction		
in decoding words	I can use context to check my	understanding of	ary, glossary,		
	understanding of fourth grade	the text?	thesaurus,		
ELA.4.R.C8.1: read with sufficient	nt text, and reread if necessary	R.C3.4-How does	pronunciation,		
accuracy and fluency to support		an author use	figurative		
comprehension		reasons and	language,		
	I can use my point of view with	evidence to	nuance, simile,		
ELA.4.W.C9.1: write opinion pi	reasons to share my opinion	support particular	metaphor,		
on topics or texts, supporting a	point I can clearly write to inform and	points in a text?	idiom, adage,		
of view with reason and informa	to explain my ideas.	R.C3.5 -How does a	proverb,		
	to explain my lacus.	good reader	antonym,		
ELA.4.W.C9.2: write	I can produce clear, developed	combine	synonym		
informative/explanatory tests to	and organized writing.	information from			
examine a topic and convey ide	as and I	various sources			
information clearly	I can write for different	about the same			
	purposes, audiences and topics	topic to			
ELA.4.W.C10.1: produce clear a	nd I can plan, revise and edit my	demonstrate			
coherent writing in which the	writing with the help of peers	understanding of			
development and organization	are and adults	the topic?			
appropriate to task, purpose, ar	I can use technology to create	R.C4.2-What			
audience	pieces of writing and to interact	strategies do good			
	and share ideas with others	readers use every			
ELA.4.W.C10.2: with guidance	and	time they read to			
support from peers/adults, dev	elop I can use appropriate	comprehend?			
and strengthen writing by planr	ing, keyboarding skills to type one	R.C7.1-What			
revising, and editing	page of my writing at a time, in a	strategies do good			
	single sitting.	readers use to			
ELA.4.W.C10.3: with some guid	ance	decode words?			
and support from adults, use	I can conduct short research	R.C8.1-What			
technology, including internet,	projects to help me learn about	strategies do good			
produce and publish writing and	tonics	readers use to			
collaborate with others; demon		support			

keyboarding skills to type 1 page in 1	have experienced to gather	comprehension?			
sitting	information	W.C9.1-How do			
	I can take notes to help me	writers engage			
ELA.4.W.C11.1: conduct short	organize the research in my	their readers by			
research projects that build	writing	using opinion			
knowledge through investigation of	I can provide a list of sources	pieces to examine			
different aspects of a topic	•	a topic and convey			
	that I used for gathering	ideas and			
ELA.4.W.C11.2: recall relevant	information	information?			
information from experiences or	I can gather evidence from all	How does the			
gather relevant information from	my reading to support my	audience influence			
print and digital sources; take notes	writing	the format of your			
and categorize information, and	I can write on a regular basis	writing?			
provide a list of sources	with stamina for different tasks,	How does the			
	purposes, and audiences	purpose influence			
ELA.4.W.C11.3: draw evidence from	, i i i i i i i i i i i i i i i i i i i	the format of your			
informational texts to support	I can effectively participate in	writing?			
analysis, reflection, and research	different types of discussions	W.C9.2-How do			
	and with different people	writers engage			
ELA.4.W.C12.1: write routinely over	I can build on others' ideas and	their readers by			
extended time frames for a range of		using			
tasks, purposes, and audiences	express my own ideas clearly	informative/expla			
	I can come to discussions	natory texts to			
ELA.4.SL.C13.1 : engage effectively in	prepared to participate because	examine a topic			
a range of collaborative discussions	I have studied appropriate	and convey ideas			
with diverse partners on grade 4	materials	and information?			
topics and texts.	I can use my preparation to	How does the			
	explore new ideas about a topic	audience influence			
ELA.4.SL.C13.2: paraphrase portions	during a discussion	the format of your			
of a text read aloud or information	I can follow agreed-upon rules	writing?			
presented in diverse media and	for discussion and carry out my	W.C10.1 -How			
formats	assigned role	does the audience			
		influence the			
ELA.4.SL.C13.3 : identify the reasons	I can ask and answer questions	format of your			

and evidence a speaker provides to	to help me understand	writing?			
supports particular points	discussions, stay on topic and	How does the			
	that contribute to others' ideas	purpose influence			
ELA.4.SL.C14.1: report on a topic or	and remarks	the format of your			
text, using appropriate facts and	I can think about what is	writing?			
details; speak clearly at an	discussed and explain any new	W.C10.2-Why do			
understandable pace	thinking that I have	all authors need to			
	· ·	edit their pieces?			
ELA.4.SL.C14.2 : add audio recordings	I can paraphrase text read aloud	W.C10.3-How			
and visual displays to presentations	or information presented to me	does technology			
to enhance the development	I can identify the reasons a	aid in the			
	speaker gives to support his/her	publishing			
ELA.4.SL.C14.3: differentiate	points.	process?			
between contexts that call for formal		W.C11.1 -How do			
English and situations where informal	I can report on a topic or tell a	good readers and			
discourse is appropriate.	story with correct and	writers use a			
	appropriate facts and details to	research process			
ELA.4.L.C15.1: demonstrate	support my main idea	to find and share			
command of conventions of English	I can speak clearly and at an	information?			
grammar and usage when writing or	understandable pace	W.C11.2-What can			
speaking	•	I use to find what I			
	I can create engaging audio	need and where			
ELA.4.L.C15.2: demonstrate	recordings or visual displays to	are the sources			
command of conventions of English	help me show main ideas or	located?			
capitalization, punctuation, and	themes when necessary	How can I find			
spelling when writing.	I can figure out when to use	information within			
	standard formal English and	sources and take			
ELA.4.L.C16.1: use knowledge of	when I can use informal English.	notes?			
language and its conventions when		W.C11.3-How can			
writing, speaking, reading, or		a writer use			
listening	I can use relative pronouns and	evidence to			
	relative adverbs correctly when I	support analysis,			
ELA.4.L.C17.1: determine or clarify	speak or write	reflection and			
the meaning of unknown and	I can correctly write and use	research?			

multiple-meaning words and phrases	progressive verb tenses	W.C12.1-How			
based on grade 4 reading and	I can use auxiliary words to show	does the audience			
content.	different conditions	influence the			
		format of your			
ELA.4.L.C17.2: Demonstrate	I can correctly order adjectives	writing?			
understanding of figurative language,	within sentences according to	How does the			
word relationships, and nuances in	conventional standard English	purpose influence			
word meanings	I can correctly write and use	the format of your			
	prepositional phrases	writing?			
ELA.4.L.C17.3: acquire and use	I can write complete sentences	SL.C13.1-How			
accurately grade-appropriate general	•	does effective			
academic and domain-specific words	I can recognize inappropriate	engagement in a			
and phrases, including those that	sentence fragments and run on	collaborative			
signal precise actions, emotions, or	sentences	discussion about a			
states of being and that are basic to a	I can correctly use frequently	topic or text			
particular topic	confused words	increase my			
F	I can correctly use capitalization	understanding			
	,	about a topic or			
	in all of my writing	text ?			
	I can use commas and quotation	How does listening			
	marks appropriately in dialogue	to others' ideas			
	I can correctly use a comma and	and opinion			
	conjunction when connecting	increase my			
	two simple sentences	understanding of a			
		topic or text?			
	I can use an appropriate	SL.C13.2-How can			
	reference to help me spell	the speaker			
	fourth grade words.	demonstrate their			
		learning through			
	I can choose interesting words	paraphrasing			
	and phrases to help others	information from			
	understand my ideas better	text or other			
	I can choose various punctuation	formats?			
	to help me convey different	SL.C13.3-How			
	,	3L.C13.3-MOW			

moods	does a speaker use			
Loop figure out when I need to	reasons and			
I can figure out when I need to	evidence to			
use formal speech and when I	support their			
can use informal speech.	points?			
	SL.C14.1-What			
I can determine the meanings of	strategies does an			
unknown multiple-meaning	effective speaker			
words by using context clues	use?			
I can determine the meanings of	SL.C14.2-How			
unknown words by using what I	does adding audio			
know about common Greek and	and visual aspects			
Latin prefixes, suffixes and roots	to a presentation			
	enhance the			
I can use print and computer	overall quality of			
dictionaries to help me find the				
pronunciations and clarify	the presentation? SL.C14.3-How can			
meanings of new words or				
phrases	a speaker/writer differentiate			
I can understand figurative	between			
language, word relationships	situations that call			
and small shades of differences	for the use of			
in word meanings				
Lean explain the meaning of	formal English			
I can explain the meaning of simple similes and metaphors in	vs.situations that			
context	call for the use of			
	informal English?			
I can recognize and explain the	L.C15.1-How do			
meaning of common idioms,	we use the English			
adages and proverbs	language			
I can understand words by	appropriately to			
relating them to their antonyms	speak and write?			
and synonyms	L.C15.2-How do			
	we use the English			
I can figure out and use fourth	language			

grade words that show s actions, emotions or stat being I can figure out and use figrade words that are cer around a specific topic I can determine the mea unknown multiple-mean words by using context of I can determine the mea unknown words by using know about common Grund Latin prefixes, suffixes and I can use print and comp dictionaries to help me fight pronunciations and clarify meanings of new words phrases I can understand figuratify language, word relations and small shades of differing word meanings I can explain the meaning simple similes and metal context I can recognize and explain meaning of common idicition adages and proverbs I can understand words I relating them to their an and synonyms	speak and write? L.C16.1-What difference does using proper conventions and grammar make on what I write and speak? L.C17.1-How does the context affect the meaning of certain (multiple- meaning) words? L.C17.2-How does an author's use of figurative language affect a piece of r writing? L.C17.3-How do I find and accurately use grade- appropriate words and phrases to demonstrate my understanding of a topic?
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I can figure out and use fourth grade words that show specific actions, emotions or states of being		
I can figure out and use fourth grade words that are centered around a specific topic		