

Fourth Grade Year at a Glance

UNIT 1 The Heart of a Story	UNIT 2 Our Place in the World	UNIT 3 Stories From Here and There	UNIT 4 Accounting for Point of View
Social Studies: Citizenship and Government	Social Studies: Regions/Geography of US and Arkansas	Social Studies: Arkansas History	Social Studies: Economics
Science: Energy	Science: Structures and Functions	Science: Earth Systems	Science: Waves

FOCUS STANDARDS

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.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).

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level
 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, and proverbs.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

RI.4.2 Determine the main idea of a text, and explain how it is supported by key details; summarize the text.

RI.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.

RI.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.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7 Conduct short research projects that build knowledge about a topic.

W.4.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RL.4.5 Describe the major differences between poems, dramas 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.

RL.4.7 Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.

RL.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.

RI.4.7 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.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.

RI.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.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
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LANGUAGE PROGRESSION

Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards could be a focus of explicit instruction.

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Form and use the progressive (e.g. I was walking, I am walking, I will be walking) verb tenses.</p> <p>e. Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</p> <p>f. Explain the function of conjunctions and interjections in general and their function in particular sentences.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use correct spelling of plurals and possessives in writing.</p> <p>c. Use commas and quotation marks to direct speech quotations from a text.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>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.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, and proverbs.</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>h. Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. Use independent clauses and coordinating conjunctions when writing a compound sentence.</p> <p>i . Use modal auxiliaries (e.g can, may, must) to convey various conditions.</p> <p>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.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>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 keywords and phrases.</p>	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical (synonyms).</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Form and use prepositional phrases.</p> <p>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.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p>
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Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization

d. Spell grade appropriate words correctly, consulting references as needed.

L.4.3 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.

b. Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g. word choice, tone, form).

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).

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.

a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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).

Reading Foundations

Reading Foundations should be integrated into the curriculum as appropriate the entire year.

RF.4.3 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 suffixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 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 on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.