

Crook County School District # 1 Curriculum Guide

Grade 4 Language Arts

2011-2012

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS				
4th Grade				
Reading Literature				
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary	
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Key ideas and Details(1-3)</p> <p>Fourth grade students should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements.</p> <p>Use questions and prompts such as:</p>	Level 1 Level 2** Level 3***	Inferences Theme Conclusions Conflict Plot Cause/effect Setting characters Resolution	
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text	<p>Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text.</p> <p>What are the most important events that happened in the story? How do you know?</p> <p>What is the theme of this text?</p> <p>**Summarize the story from beginning to end in a few sentences.</p> <p>Can you tell me how the character is feeling is this part of the story?</p> <p>*** Explain why the character is feeling this way.</p>			
4.RL.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).				

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4.RL.4 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).	<p>Craft and Structure (4-6)</p> <p>Fourth grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and non-literal language. They continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories, but in dramas and poems. At this level, students are required not only to establish the point of view but tell how their own point of view is different from the narrator's or the characters.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words you do not know? (use context) • Why did the author choose this word? Does this word have other meanings than the way the author used it? *** • Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized (time order, topic)? • Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? **** • Can you identify the poetry form? (free verse, cinquain, haiku, acrostic) ** 	Level 1	Key Details Prompting Retell Characters Setting Stanza Meter Rhythm Verse Dialogue Chapters Narrator First person Third person Compare and contrast form
4.RL.5 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.		***Level 3	
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		****Level 4	

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4.RL.7 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.	<p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>Students at this level must link the reading of the text in a story to listening or viewing the same story. They will make connections by comparing what they read to what they visualized and heard. Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Compare and contrast the story as it is written and how it is presented different.*** • What happened to the characters that is the same? What happened that is different? *** • How did characters solve problems in different ways across texts? ***** • Compare and contrast the plots across the text. *** 	<p>***Level 3</p> <p>****Level 4</p>	<p>Compare and contrast Connection Drama Myths Literature</p>
4.RL.8 N/A to Literature			
4.RL.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			

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4.RL.10	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>Fourth grade students are capable of reading and understanding a variety of literature in grades 4-5 with assistance provided at the higher end.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase“ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <ul style="list-style-type: none"> • Lexile level range for 4th-5th grade should fall between 770-980. 	
<p>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.</p> <p>.</p> <p>.</p> <p>.</p>		

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Reading Informational; Text				
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4.RIT.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. .	<p>Key Ideas and Details</p> <p>Fourth grade students are required to refer to specific examples when explaining the text and drawing conclusions. Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words. At this level, students tell how or why historical events, scientific ideas or “how to” procedures happened and use the text to support their answers.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the main idea of this text? How do you know? • What are the important ideas in this text? Show where you found them in the text. • Summarize the text from beginning to end in a few sentences. ** • Which step comes first? After that? • What happened first? What happened after that? • Can you tell me how these ideas are the same? Can you tell me how they are different? ** • Think about these historical events. Tell how they are connected. *** 	**Level 2	Main idea Details Retell Summarize Historical Scientific Technical Inferences	
4.RIT.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. .		**Level 3		
4.RIT.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.				

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Reading Informational Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
4.RIT.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<p style="text-align: center;">Craft and Structure</p> <p>Fourth grade students continue to find the meanings of general vocabulary words specific to fourth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text. At this level, students are required to find the similarities and differences in perspectives (first and second hand) about the same event or subject. They will give descriptions about how the information is presented for each perspective.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words you do not know? (glossary, use context) • What features in the text help you find important information about what you are reading? (context clues) • How is the information presented/organized in this text? • What does the author want the reader to understand about this text? ** • What is the author emphasizing mostly in the firsthand account?***** • What is the author emphasizing in the secondhand account? ***** 	**Level 2 ****Level 4	Cause/effect Comparison Problem /solution Compare and contrast Context clues Glossary
4.RIT.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. . .			
4.RIT.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. .			

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4 th Grade			
Reading Informational Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
4.RIT.7 Interpret information presented visually, orally, or quantitatively (e.g., in 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.	<p>Integration of Knowledge and Ideas</p> <p>Fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Can you find the reasons the author gives for his/her thinking? ** • What is the same about the points presented in these texts? What is different? *** • Look at these two texts about the same topic. Can you find the important information from both texts to add to your notes? Can you tell me about the important ideas you found in each text? ***** 	<p>**Level 2</p> <p>***Level 3</p> <p>**** Level 4</p>	<p>Author</p> <p>Different</p> <p>Similar</p> <p>Compare/contrast</p> <p>Diagram</p> <p>Charts</p> <p>Time lines</p> <p>Animations</p> <p>Point of view</p> <p>Purpose (authors)</p>
4.RIT.8 Explain how an author uses reasons and evidence to support particular points in a text.			
4.RIT.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			

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<p>4.RIT.10 By the end of 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.</p>	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>Students are required to read and understand a wide range of informational texts within the fourth to fifth grade text level efficiently, with assistance as needed at the higher end, by the end of the year.</p>		

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
4 th Grade			
Foundational Skills			
Phonics and Word Recognition			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>Note: No 4.RFS.1-2</p> <p>4.RFS.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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</p>	<p>Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words.</p> <p>Use questions and prompts such as:</p> <p>Does that sound right? Does that look right? Does that make sense? Look at the word, does it look like ...? You said ...does it look like ...?</p>		Multi-syllabic

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 4 th Grade Foundational Skills Fluency			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.RFS.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. 	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.</p> <p>Use questions and prompts such as:</p> <p>Make your reading sound like the characters are talking.</p> <p>Go back and reread when it doesn't sound or look like you think it should.</p>		<p>Expression Fluency Self correct</p>

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
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Writing			
Text Types and Purpose			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Fourth grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students also build their argument by linking their ideas together. At this level, students are using a variety of sentence structures and more complex sentences. They are developing the use of more complex linking phrases like (for instance, in order to, in addition). Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>For example, fourth grade students need to be able to choose precise vocabulary in their writing that clarifies their thinking about a topic.</p> <p>Include both an introduction and a concluding statement or section in their writing. Students need to use strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing.</p>		
<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>Fourth grade students write informative/ explanatory pieces. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Fourth grade students write real and imaginative stories and students are expected to use description to show characters’ thoughts and feelings as well as</p>		

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<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>the details of characters' interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</p>		
<p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
4 th Grade			
Writing			
Production and Distribution of Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
4.W.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.)	Fourth grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer’s designated reason for writing) should be reflected in the student’s organization and development of a topic. With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).		Writing to a purpose Editing Conventions Publish Revise
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. •			
4.W.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.	Students in fourth grade are developing strategies with peers and adults to use digital tools. At this grade level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fourth grade students are required to be proficient in keyboarding skills (typing at least one page in a single setting).		

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 4 th Grade Writing Research to Build and Present Knowledge			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>Fourth grade students are required to research a topic through investigation. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic. Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories and list the sources they used.</p> <p>Fourth grade students use strategies for reading literary and information text as they investigate topics.</p> <p>When reading literary texts, fourth grade students have to refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students continue to determine a theme and expand this work to other genres. They are required to refer to the text to describe various story elements.</p> <p>When reading informational texts, fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</p>		Categorize Theme
4.W.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.			
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 4 Reading standards</i> 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].”). Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 4 th Grade Writing Range of writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.W.10 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.)</p>	<p>Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.</p>		<p>Audience Task Purpose Revision Reflection</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 4 th Grade Speaking and Listening Comprehension and Collaboration			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.SL.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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Students in grade four will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p>Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc). Fourth grade students will also paraphrase portions of a text read aloud or information presented in multiple formats.</p> <p>Fourth grade students should be able to identify the reasons a speaker provides to support points. This can be done through listening, questioning, and gathering information for a deeper understanding of a topic.</p>		Collaboration Paraphrase
<p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			

4.SL.3 Identify the reasons and evidence a speaker provides to support particular points Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 4 th Grade Speaking and Listening Presentation of Knowledge and ideas			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
4.SL.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 themes; speak clearly at an understandable pace.	While adept at reporting on a topic or text, telling a story, or recounting an event, fourth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fourth graders will do so at an appropriate <i>pace</i> . Attention to details to support main ideas or themes is important in fourth grade. Students in the fourth grade will combine audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.		Audio Visual Relevant
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Students in the fourth grade should be exposed to a variety of speaking tasks so they will be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse.		
4.SL.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.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

4th Grade

Language

Conventions of Standard English

CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>Fourth grade student must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include relative pronouns and adverbs, progressive verb tenses, prepositional phrases, and more complex, complete sentences. With conventions, students are adept at ending punctuation, comma usage, and appropriate use of capitalization. Students at this level are spelling grade level words appropriately and consulting reference materials for spelling as needed.</p>		

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CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed</p>			
<p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>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).</p>	<p>Knowledge of Language</p> <p>Students in grade 4 will use what they know about HOW language works when they write, speak, read, and listen.</p> <p>Students at this level will develop strategies to convey ideas and highlight effect. They will be able to choose between situations calling for informal versus formal English language discourse. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>		

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 4 th Grade Language Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.L.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>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</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 key words and phrases.</p>	<p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring the meaning of simple similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus).</p>		Reference

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 4 th Grade Language Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>4.L.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., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Learning words at this stage includes exploring different shades of meaning and literal and non-literal meanings for words and phrases, growing vocabulary by using known word parts (affix, root) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).</p> <p>“Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.”</p> <p>“General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.”</p> <p>“Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.</p>		<p>Metaphor Idiom Antonyms Synonyms</p>
<p>4.L.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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>			

Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

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Common Core Language Arts Vocabulary

2012-2013 Version

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Key Details	Central message	Moral	text-to-text	Stanza	Figurative	Explicitly inferences figurative analyze quantitatively
Prompting	Theme	Alliteration	Text-to-self	Meter	Chapter	
Retell	Fiction	Stanza	Text-to-world	Rhythm	Scene	
Characters	Nonfiction	Pattern (AABB)	Dialect	Verse	Stanza	
Setting	Narrator	Rhythm		Dialogue	Heading	
Plot	Poetry	Inflection		Chapters	Sections	
Illustrator	Dictionary	Scaffolding		Narrator	Illustrations	
Role	Reference materials	Schema		First person	Multi-media	
Context Clues	Heading	Fiction		Third person	Complex	
Author	Table of Contents	Informational Text		Drama	Sentences	
Genre	Glossary	Fiction		Myths	Informative	
Text Clues	Icons	Nonfiction		Categorize	Exclamatory	
Relationship	Chart	Main Idea		Collaboration	Strategies	
Illustration	Table	Transitions		Paraphrase	Relevant	
Visual Cues	Caption	Subheadings		Metaphor	Information	
Compare/Contrast	Syllables	Caption		Idiom	Writer's purpose	
Lit.	Sounds	Bold Print		Antonyms	Prepositions	
Conflict	Vowels	Venn Diagram		Synonyms	Conjunctions	
Resolution	Consonants	Prefix			Interjections	
Connections	Blends	Suffix			Verb-tenses	
Textual Evidence	Fluency	Revise			Diversity	
Visual Cues	Voice	Edit			Formal v. Informal	
Inferring	Expression	Volume			Simile	
Rhymes	Context Clues	Articulate				
Syllables	Self-correct	Enunciate				
Phonemes	Opinion	Collective Nouns				
Voice	Fact	Plural Nouns				
Echo Reading	Transition words	Irregular Plurals				
Cross Checking	Introduction	Adjectives				
Opinion	Details	Adverbs				
Informative	Conclusion	Simple Sentence				
Explanatory	Sequence	Compound Sentence				
		Reflexive Pronouns				

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Narrative	Rough Draft	Connections			
Expression	Final Draft	Adverbs			
Purpose for	Publishing				
Writing	Project				
Editing	Role				
Spelling	Research				
Grammar	Graphic Organizer				
Punctuation	Schema				
Digital Tools	Listening				
Roles	Speaking				
Cooperation	Observing				
Group Projects	Questioning				
Structured	Discussion				
Conversation	Conversation				
Ask questions	Leader				
Oral Response	Observer				
Comprehension	Participant				
Visual Displays	Grammar				
Audibly	Singular Nouns				
Uppercase Letters	Plural Nouns				
Lower case	Conventions				
Letters	Verb tense				
Noun	Past				
Verb	Present				
Plurals	Future				
Interrogatives	Adjectives				
(Questions words)	Conjunction				
Preposition	Statement				
Prepositions	Question				
Conventions	Exclamation				
Punctuation	Punctuation				
Capitalization	Proper Nouns				
Spelling	Comma				
Inflections	Sight words				
Affixes	Root words				
Word Acquisition	Context Clues				
Formal	Connections				

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Voice/Dialects Informal Voice/Registers Inflections Common Concepts Homophones Antonyms	Voice Synonyms Adjectives					
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