

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

- EE.9** Identify relative pronouns
- EE.10** Use relative pronouns: who and whom
- EE.11** Use relative pronouns: who, whom, whose, which, and that
- JJ.7** Use relative adverbs

L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

- HH.13** Use the progressive verb tenses
- HH.14** Form the progressive verb tenses

L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

- FF.4** What does the modal verb show?
- FF.5** Use the correct modal verb

L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

- JJ.4** Order adjectives

L.4.1.e Form and use prepositional phrases.

- CC.10** Order the words to create a sentence
- KK.1** Identify prepositions
- KK.2** Identify prepositions and their objects
- KK.3** Identify prepositional phrases
- KK.4** Prepositions: review

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- P.1** Create varied sentences based on models
- CC.2** Identify the complete subject of a sentence
- CC.3** Identify the complete predicate of a sentence
- CC.5** Is it a complete sentence or a fragment?
- CC.6** Is it a complete sentence or a run-on?
- CC.7** Is it a complete sentence, a fragment, or a run-on?
- CC.10** Order the words to create a sentence

L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

- W.1** Homophones with pictures
- W.2** Identify homophones
- W.3** Use the correct homophone

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

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

L.4.2.a Use correct capitalization.

- OO.1** Capitalizing the names of people and pets and titles of respect
- OO.2** Capitalizing days, months, and holidays
- OO.3** Capitalizing the names of places and geographic features

- OO.4** Capitalizing the names of historical events, periods, and documents
- OO.5** Capitalizing proper adjectives, nationalities, and languages
- OO.6** Capitalization: review
- QQ.3** Capitalizing titles

L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

- QQ.6** Punctuating dialogue

L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

- M.2** Use coordinating conjunctions
- CC.9** Create compound sentences
- LL.1** Identify coordinating conjunctions

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

- R.3** Use the prefixes pre-, re-, and mis-
- R.11** Word pattern analogies
- R.12** Word pattern sentences
- T.1** Form compound words with pictures
- T.2** Form compound words
- T.3** Form and use compound words
- W.3** Use the correct homophone
- BB.5** Use guide words
- DD.5** Form regular plurals with -s, -es, and -ies
- DD.6** Use regular plurals with -s, -es, and -ies
- DD.7** Form regular plurals with -s, -es, -ies, and -ves
- DD.8** Use regular plurals with -s, -es, -ies, and -ves
- DD.10** Form and use irregular plurals
- DD.12** Form the singular or plural possessive

- DD.13** Identify and correct errors with plural and possessive nouns
- HH.3** Form and use the regular past tense
- HH.5** Form and use the irregular past tense: set 1
- HH.6** Form and use the irregular past tense: set 2
- HH.7** Form and use the irregular past tense: set 3
- HH.8** Form and use the irregular past tense: set 4
- JJ.11** Spell adjectives that compare
- MM.1** Pronoun-verb contractions
- MM.2** Contractions with "not"

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3.a Choose words and phrases to convey ideas precisely.

- D.1** Sort sensory details
- L.2** Order items from most general to most specific
- O.1** Show character emotions and traits
- V.1** Choose the synonym
- V.4** Choose the antonym
- Z.1** Shades of meaning with pictures
- Z.2** Describe the difference between related words
- Z.3** Positive and negative connotation
- BB.8** Use thesaurus entries

L.4.3.b Choose punctuation for effect.

L.4.3.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).

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

- E.4** Determine the meanings of similes and metaphors
- H.3** Vocabulary review: Identify story elements
- H.5** Vocabulary review: Analyze short stories
- I.2** Vocabulary review: Read and understand informational passages
- V.2** Which sentence has the same meaning?
- V.3** Find synonyms in context
- V.6** Find antonyms in context
- X.2** Which definition matches the sentence?
- X.3** Which sentence matches the definition?
- Y.1** Determine the meaning of idioms from context: set 1
- Y.3** Determine the meaning of idioms from context: set 2
- AA.1** Find words using context
- AA.2** Determine the meaning of words using synonyms in context
- AA.3** Use context to identify the meaning of a word
- AA.4** Determine the meaning of domain-specific words with pictures

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

- R.1 Identify base words, prefixes, and suffixes
- R.2 Determine the meaning of a word with pre-, re-, or mis-
- R.3 Use the prefixes pre-, re-, and mis-
- R.4 Determine the meaning of a word with -ful or -less
- R.5 Determine the meaning of a word with -ly or -ness
- R.6 Determine the meaning of a word with -able or -ment
- R.7 Determine the meaning of a word with a suffix: review
- R.8 Determine the meanings of words with prefixes and suffixes: review
- R.9 Sort words with shared prefixes and suffixes by meaning
- S.1 Sort words by shared Greek or Latin roots
- S.2 Use Greek and Latin roots as clues to the meanings of words
- S.3 Use the meanings of words as clues to the meanings of Greek and Latin roots
- S.4 Determine the meanings of Greek and Latin roots
- S.5 Determine the meanings of words with Greek and Latin roots
- S.6 Match words with Greek and Latin roots to their meanings

L.4.4.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.

- BB.5 Use guide words
- BB.6 Use dictionary entries
- BB.7 Use dictionary definitions
- BB.8 Use thesaurus entries

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

- E.3 Similes and metaphors with pictures
- E.4 Determine the meanings of similes and metaphors

L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

- Y.1** Determine the meaning of idioms from context: set 1
- Y.2** Identify the meaning of idioms and adages: set 1
- Y.3** Determine the meaning of idioms from context: set 2
- Y.4** Identify the meaning of idioms and adages: set 2

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- V.1** Choose the synonym
- V.2** Which sentence has the same meaning?
- V.3** Find synonyms in context
- V.4** Choose the antonym
- V.5** Which sentence uses an antonym?
- V.6** Find antonyms in context
- Z.2** Describe the difference between related words
- Z.3** Positive and negative connotation
- AA.2** Determine the meaning of words using synonyms in context
- BB.8** Use thesaurus entries

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

- D.1** Sort sensory details
- H.3** Vocabulary review: Identify story elements
- H.5** Vocabulary review: Analyze short stories

- I.2 Vocabulary review: Read and understand informational passages
- R.2 Determine the meaning of a word with pre-, re-, or mis-
- R.3 Use the prefixes pre-, re-, and mis-
- R.4 Determine the meaning of a word with -ful or -less
- R.5 Determine the meaning of a word with -ly or -ness
- R.6 Determine the meaning of a word with -able or -ment
- R.7 Determine the meaning of a word with a suffix: review
- R.8 Determine the meanings of words with prefixes and suffixes: review
- S.1 Sort words by shared Greek or Latin roots
- S.2 Use Greek and Latin roots as clues to the meanings of words
- S.3 Use the meanings of words as clues to the meanings of Greek and Latin roots
- S.4 Determine the meanings of Greek and Latin roots
- S.5 Determine the meanings of words with Greek and Latin roots
- S.6 Match words with Greek and Latin roots to their meanings
- Z.3 Positive and negative connotation
- AA.1 Find words using context
- AA.2 Determine the meaning of words using synonyms in context
- AA.3 Use context to identify the meaning of a word
- AA.4 Determine the meaning of domain-specific words with pictures

Print Concepts

Phonological Awareness

Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3.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.

- R.1 Identify base words, prefixes, and suffixes
- R.2 Determine the meaning of a word with pre-, re-, or mis-
- R.4 Determine the meaning of a word with -ful or -less
- R.5 Determine the meaning of a word with -ly or -ness
- R.6 Determine the meaning of a word with -able or -ment
- R.7 Determine the meaning of a word with a suffix: review
- R.8 Determine the meanings of words with prefixes and suffixes: review
- R.9 Sort words with shared prefixes and suffixes by meaning
- R.10 Sort words with shared suffixes by part of speech
- R.11 Word pattern analogies
- R.12 Word pattern sentences
- S.1 Sort words by shared Greek or Latin roots
- S.2 Use Greek and Latin roots as clues to the meanings of words
- S.3 Use the meanings of words as clues to the meanings of Greek and Latin roots
- S.4 Determine the meanings of Greek and Latin roots
- S.5 Determine the meanings of words with Greek and Latin roots

- S.6 Match words with Greek and Latin roots to their meanings
 - T.1 Form compound words with pictures
 - T.2 Form compound words
 - T.3 Form and use compound words
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Fluency

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.a Read on-level text with purpose and understanding.

- A.1 Determine the main idea
- C.1 Determine the order of events in informational texts
- C.2 Compare and contrast in informational texts
- C.3 Match causes and effects in informational texts
- C.4 Match problems with their solutions
- D.2 Identify sensory details
- F.2 Compare and contrast characters
- F.3 Distinguish characters' points of view
- G.2 Make predictions about a story
- H.1 Determine the themes of myths, fables, and folktales
- H.2 Identify story elements
- H.4 Analyze short stories
- I.1 Read and understand informational passages
- I.3 Compare information from two texts
- N.4 Identify supporting details in literary texts
- N.5 Identify supporting details in informational texts
- AA.4 Determine the meaning of domain-specific words with pictures

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

- E.3 Similes and metaphors with pictures
- E.4 Determine the meanings of similes and metaphors
- E.5 Interpret the meaning of an allusion from its source
- H.3 Vocabulary review: Identify story elements
- H.5 Vocabulary review: Analyze short stories
- I.2 Vocabulary review: Read and understand informational passages
- L.1 Put the sentences in order
- X.2 Which definition matches the sentence?
- X.3 Which sentence matches the definition?
- Y.1 Determine the meaning of idioms from context: set 1
- Y.3 Determine the meaning of idioms from context: set 2
- AA.1 Find words using context
- AA.2 Determine the meaning of words using synonyms in context
- AA.3 Use context to identify the meaning of a word
- AA.4 Determine the meaning of domain-specific words with pictures
- FF.1 Use action verbs

Common Core Skill Alignment



4TH GRADE: READING: INFORMATIONAL TEXT

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- C.2 Compare and contrast in informational texts
- C.3 Match causes and effects in informational texts
- C.4 Match problems with their solutions
- I.3 Compare information from two texts
- N.5 Identify supporting details in informational texts
- A.1 Jamestown: the early years (Social studies)
- A.4 New England colonies: religion and government (Social studies)
- A.5 New England colonies: economy and conflict (Social studies)
- A.6 Middle colonies: founding and government (Social studies)
- A.7 Middle colonies: economy and society (Social studies)
- A.9 Southern colonies: economy and slavery (Social studies)
- B.5 The American Revolution: preparing for war (Social studies)
- B.6 The American Revolution: struggle for independence (Social studies)
- B.7 The American Revolution: turning the tide of the war (Social studies)
- C.1 The Louisiana Purchase (Social studies)
- C.6 Antebellum Period: abolitionist and proslavery perspectives (Social studies)
- C.8 Antebellum Period: slavery and politics part II (Social studies)
- D.2 The Civil War: the First Battle of Bull Run to Gettysburg (Social studies)
- D.3 The Civil War: war tactics and the home front (Social studies)
- D.4 The Civil War: the end of the war (Social studies)
- D.5 Reconstruction (Social studies)
- E.4 World War I: the road to peace (Social studies)
- E.8 World War II: lead-up to war in Europe, Asia (Social studies)

- E.9 World War II: global events (Social studies)
- K.5 The Bill of Rights (Social studies)
- M.1 Thanksgiving (Social studies)
- P.1 Understand quantity supplied and quantity demanded (Social studies)
- P.2 Understand overall supply and demand (Social studies)
- P.3 Create and use supply and demand curves (Social studies)
- P.4 Identify shortage and surplus (Social studies)
- P.5 Identify shortage and surplus with graphs (Social studies)
- P.6 Identify shortage and surplus with data (Social studies)

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

- A.1 Determine the main idea
- C.1 Determine the order of events in informational texts
- C.2 Compare and contrast in informational texts
- C.3 Match causes and effects in informational texts
- C.4 Match problems with their solutions
- I.1 Read and understand informational passages
- I.3 Compare information from two texts
- N.5 Identify supporting details in informational texts

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.

- C.1 Determine the order of events in informational texts
- C.2 Compare and contrast in informational texts
- C.3 Match causes and effects in informational texts
- C.4 Match problems with their solutions
- C.5 Identify text structures
- N.5 Identify supporting details in informational texts

- A.1 Jamestown: the early years (Social studies)
 - A.5 New England colonies: economy and conflict (Social studies)
 - M.1 Thanksgiving (Social studies)
 - P.1 Understand quantity supplied and quantity demanded (Social studies)
 - P.2 Understand overall supply and demand (Social studies)
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Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- I.2 Vocabulary review: Read and understand informational passages
- V.3 Find synonyms in context
- V.6 Find antonyms in context
- AA.1 Find words using context
- AA.2 Determine the meaning of words using synonyms in context
- AA.3 Use context to identify the meaning of a word
- AA.4 Determine the meaning of domain-specific words with pictures
- A.1 Jamestown: the early years (Social studies)
- A.4 New England colonies: religion and government (Social studies)
- A.7 Middle colonies: economy and society (Social studies)
- E.2 World War I: the war begins (Social studies)
- E.5 The Great Depression: part I (Social studies)

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.

- C.1 Determine the order of events in informational texts
- C.3 Match causes and effects in informational texts
- C.4 Match problems with their solutions
- C.5 Identify text structures

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.

Integration of Knowledge and Ideas

RI.4.7 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.

- J.2** Read graphic organizers
- A.1** Jamestown: the early years (Social studies)
- A.2** Jamestown: growth of a colony (Social studies)
- A.3** Plymouth (Social studies)
- A.4** New England colonies: religion and government (Social studies)
- A.5** New England colonies: economy and conflict (Social studies)
- A.6** Middle colonies: founding and government (Social studies)
- A.7** Middle colonies: economy and society (Social studies)
- A.8** Southern colonies: founding and government (Social studies)
- A.9** Southern colonies: economy and slavery (Social studies)
- B.1** The American Revolution: the Thirteen Colonies under British rule (Social studies)
- B.5** The American Revolution: preparing for war (Social studies)
- B.7** The American Revolution: turning the tide of the war (Social studies)
- B.8** The American Revolution: conclusion and aftermath (Social studies)
- C.1** The Louisiana Purchase (Social studies)
- C.2** The Lewis and Clark Expedition (Social studies)
- C.5** Antebellum Period: economies of the North and South (Social studies)
- C.7** Antebellum Period: slavery and politics part I (Social studies)
- C.8** Antebellum Period: slavery and politics part II (Social studies)
- D.1** The Civil War: the beginning of the war (Social studies)
- D.3** The Civil War: war tactics and the home front (Social studies)
- D.4** The Civil War: the end of the war (Social studies)

- D.5 Reconstruction (Social studies)
- E.1 World War I: the road to war (Social studies)
- E.2 World War I: the war begins (Social studies)
- E.3 World War I: events of the war (Social studies)
- E.8 World War II: lead-up to war in Europe, Asia (Social studies)
- E.9 World War II: global events (Social studies)
- F.1 Read a map: cardinal directions (Social studies)
- F.2 Identify lines of latitude and longitude (Social studies)
- F.3 Use lines of latitude and longitude (Social studies)
- K.4 The Constitution (Social studies)
- K.6 Checks and balances (Social studies)
- L.6 The Washington Monument (Social studies)
- M.1 Thanksgiving (Social studies)
- P.3 Create and use supply and demand curves (Social studies)
- P.5 Identify shortage and surplus with graphs (Social studies)
- P.6 Identify shortage and surplus with data (Social studies)

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

- I.1 Read and understand informational passages
- I.3 Compare information from two texts
- N.5 Identify supporting details in informational texts

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

- I.3 Compare information from two texts
- L.3 Organize information by main idea

Range of Reading and Level of Text Complexity

RI.4.10 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.

- A.1** Determine the main idea
- I.1** Read and understand informational passages
- AA.4** Determine the meaning of domain-specific words with pictures
- A.3** Plymouth (Social studies)
- A.5** New England colonies: economy and conflict (Social studies)
- A.6** Middle colonies: founding and government (Social studies)
- A.7** Middle colonies: economy and society (Social studies)
- B.6** The American Revolution: struggle for independence (Social studies)
- B.7** The American Revolution: turning the tide of the war (Social studies)
- E.4** World War I: the road to peace (Social studies)
- M.1** Thanksgiving (Social studies)

Key Ideas and Details

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- H.2 Identify story elements
- H.4 Analyze short stories
- N.4 Identify supporting details in literary texts

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

- H.1 Determine the themes of myths, fables, and folktales
- H.2 Identify story elements

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).

- F.1 Use actions and dialogue to understand characters
- F.2 Compare and contrast characters
- F.3 Distinguish characters' points of view
- H.2 Identify story elements
- H.4 Analyze short stories
- O.1 Show character emotions and traits

Craft and Structure

RL.4.4 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).

- E.3 Similes and metaphors with pictures
- E.4 Determine the meanings of similes and metaphors
- E.5 Interpret the meaning of an allusion from its source
- E.6 Analyze the effects of figures of speech on meaning and tone
- H.3 Vocabulary review: Identify story elements
- H.5 Vocabulary review: Analyze short stories
- X.2 Which definition matches the sentence?
- X.3 Which sentence matches the definition?
- Y.1 Determine the meaning of idioms from context: set 1
- Y.3 Determine the meaning of idioms from context: set 2
- AA.1 Find words using context
- AA.2 Determine the meaning of words using synonyms in context
- AA.3 Use context to identify the meaning of a word

RL.4.5 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.

- K.1 Label the rhyme scheme
- K.2 Identify elements of poetry

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.

- E.1 Identify the narrative point of view
- F.3 Distinguish characters' points of view

Integration of Knowledge and Ideas

RL.4.7 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.

J.1 Compare mythological illustrations

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.

H.1 Determine the themes of myths, fables, and folktales

Range of Reading and Level of Text Complexity

RL.4.10 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.

H.1 Determine the themes of myths, fables, and folktales

H.2 Identify story elements

H.4 Analyze short stories

Text Types and Purposes

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

W.4.1.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.1** Identify the purpose of a text
- L.3** Organize information by main idea
- N.1** Distinguish facts from opinions
- N.2** Identify an author's statement of opinion

W.4.1.b Provide reasons that are supported by facts and details.

- N.3** Choose reasons to support an opinion
- N.4** Identify supporting details in literary texts
- N.5** Identify supporting details in informational texts

W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

- M.2** Use coordinating conjunctions
- M.3** Use subordinating conjunctions
- M.4** Choose the best transition

W.4.1.d Provide a concluding statement or section related to the opinion presented.

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

W.4.2.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.

- L.1** Put the sentences in order
- L.3** Organize information by main idea

W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- N.1** Distinguish facts from opinions
- N.3** Choose reasons to support an opinion
- N.4** Identify supporting details in literary texts
- N.5** Identify supporting details in informational texts

W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

- M.2** Use coordinating conjunctions
- M.3** Use subordinating conjunctions
- M.4** Choose the best transition

W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

- L.2** Order items from most general to most specific
- Z.1** Shades of meaning with pictures
- Z.2** Describe the difference between related words
- Z.3** Positive and negative connotation
- AA.4** Determine the meaning of domain-specific words with pictures

W.4.2.e Provide a concluding statement or section related to the information or explanation presented.

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

W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

L.1 Put the sentences in order

W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

F.1 Use actions and dialogue to understand characters

O.1 Show character emotions and traits

W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.

L.1 Put the sentences in order

M.1 Identify time-order words

M.4 Choose the best transition

W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

D.1 Sort sensory details

D.2 Identify sensory details

L.2 Order items from most general to most specific

Z.1 Shades of meaning with pictures

Z.2 Describe the difference between related words

Z.3 Positive and negative connotation

W.4.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- B.1 Identify the purpose of a text
- C.1 Determine the order of events in informational texts
- C.2 Compare and contrast in informational texts
- C.3 Match causes and effects in informational texts
- C.4 Match problems with their solutions
- C.5 Identify text structures
- L.3 Organize information by main idea

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- L.1 Put the sentences in order
- L.3 Organize information by main idea
- M.4 Choose the best transition
- Q.1 Correct errors with signs
- CC.5 Is it a complete sentence or a fragment?
- CC.6 Is it a complete sentence or a run-on?
- CC.7 Is it a complete sentence, a fragment, or a run-on?
- DD.13 Identify and correct errors with plural and possessive nouns
- NN.6 Commas: review
- OO.6 Capitalization: review
- QQ.6 Punctuating dialogue

W.4.6 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.

Research to Build and Present Knowledge

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 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.

- A.1** Determine the main idea
- L.3** Organize information by main idea
- N.4** Identify supporting details in literary texts
- N.5** Identify supporting details in informational texts

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.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].").

- E.6** Analyze the effects of figures of speech on meaning and tone
- F.1** Use actions and dialogue to understand characters
- F.2** Compare and contrast characters
- H.4** Analyze short stories
- N.4** Identify supporting details in literary texts

W.4.9.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").

- C.2** Compare and contrast in informational texts
- I.1** Read and understand informational passages
- I.3** Compare information from two texts
- N.5** Identify supporting details in informational texts

Range of Writing

W.4.10 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.