

GRADE 4

Course Overview

MCPS English Language Arts teaching and learning in fourth grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- refer to details and draw inferences;
- determine the theme and main idea;
- describe and explain in-depth story elements;
- describe and explain themes and topics using literature and informational text;
- compare and contrast;
- know and apply phonics and word analysis to read accurately and fluently.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon literary and informational texts they read. With some guidance and support, students:

- routinely produce clear, coherent, and organized writing appropriate for fourth grade;
- conduct short research projects that build knowledge through investigation of different aspects of a topic;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- engage effectively in a range of collaborative discussion formats;
- paraphrase text read aloud or information presented in various media and formats;
- report on a topic, tell a story, or describe an experience in an organized manner using appropriate facts and details;
- add audio recordings and visuals to presentations to enhance the development of main ideas or themes;
- use appropriate language (formal or informal) based on audience or situation.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises.

Students:

- demonstrate command of Standard English conventions when writing or speaking at a fourth grade level;
- explain the meaning of simple similes and metaphors;
- use strategies and resources to clarify meaning of unknown words and phrases.

Major Units

Indian Education for All Titles

- *Less Than Half, More Than Whole* by Kathleen Lacapa
- *Powwow* by George Ancona
- *Shi-shi-etko* by Nicola L. Campbell

Science

- Energy: Heat, Light, and Sound
- Energy: Electricity and Magnetism
- Local Ecosystems: Plant and Animal Interactions – Adaptations and Behavior

Social Studies

Montana and Regions of the United States:

- Learning Geography Skills
- Learning About Our State and Region
- Becoming Effective Citizens

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. 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.

LEARNING TARGETS

- a) I know that an inference is a conclusion or prediction drawn by using context clues.
- b) I can refer to details and examples in a text when explaining what I have read.
- c) I can refer to details and examples in a text when drawing inferences from the text.

2. 4.RL. 2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know that a theme is a broad idea, message, or moral of a story.
- b) I can determine a theme of a story, drama, or poem from details in the text.
- c) I can summarize a text.

3. 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).

LEARNING TARGETS

- a) I know how to find specific details in a text.
- b) I can describe, in depth a character, setting, or event in a story or drama by drawing on specific details in the text (such as a character's thoughts, words, or actions).

Craft and Structure

4. **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).

LEARNING TARGETS

- a) I know how to use context clues to understand the meanings of words used in a text.
- b) I can determine the meaning of words and phrases as they are used in a text, including those that allude or refer to significant characters found in mythology (such as Herculean).

5. **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.

LEARNING TARGETS

- a) I know the structural elements of poems, drama and prose.
- b) I can explain the major differences between poems, drama, and prose.
- c) I can refer to the structural elements of poems and drama when writing or speaking about a text.

6. **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. Include works by and about American Indians.

LEARNING TARGETS

- a) I can understand point of view.
- b) I can understand first- and third-person narrations.
- c) I can compare and contrast the point of view from which different stories are narrated.
- d) I can compare and contract first- and third-person narrations.

Integration of Knowledge and Ideas

7. **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.

LEARNING TARGETS

- a) I know that the text of a story or drama and its visual or oral presentation need to be connected.
- b) I can make connections between the text of a story or drama and a visual or oral presentation of the text.
- c) I can identify where the visual presentation and oral presentation each match specific descriptions and dramatic directions from the text.

8. *(Not applicable to literature)*

9. **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, including those by and about American Indians.

LEARNING TARGETS

- a) I know that there are similarities and variations between stories, myths and traditional literature from different cultures.
- b) I can compare and contrast how similar themes and topics (such as the opposition of good and evil) are used in stories, myths, and traditional literature from different cultures.
- c) I can compare and contrast how patterns of events are used in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. **4.RL.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.**

LEARNING TARGETS

- a) I know how to find stories, dramas, poems, and books within my grade level and above.
- b) I know how to use comprehension strategies when I read.
- c) I can, by the end of the year, read and understand literature, including stories, dramas, and poetry at my grade level or above.
- d) I can ask for help with comprehension strategies when reading at the higher level of my reading ability.

Reading Standards for Informational Text

Key Ideas and Details

1. **4.RI. 1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

LEARNING TARGETS

- a) I know that an inference is a conclusion or prediction drawn by using context clues.
- b) I can refer to details and examples in a text when explaining what I have read.
- c) I can refer to details and examples in a text when drawing inferences from the text.

2. **4.RI. 2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

LEARNING TARGETS

- a) I know how to find the main idea in a text.
- b) I know how to highlight the details of the text.
- c) I can find the main idea of a text and explain how it is supported by details within the text.
- d) I can summarize the text.

3. **4.RI. 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. Include texts by and about American Indians.**

LEARNING TARGETS

- a) I know how to find specific details in informational text.
- b) I can explain events, procedures, ideas, or concepts in informational text.
- c) I can explain what happened and why, based on specific details in the text.

Craft and Structure

4. **4.RI. 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.

LEARNING TARGETS

- a) I know vocabulary words and phrases from the 4th grade content area.
- b) I can identify 4th grade content area words and phrases in content specific text.

5. **4.RI. 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.

LEARNING TARGETS

- a) I know the overall structure of the details and content in a text or part of a text.
- b) I can describe the overall structure of the details and content in a text or part of a text.

6. **4.RI. 6** - Compare and contrast a **firsthand and secondhand account of the same event or topic**, including those of American Indians; **describe the differences in focus and the information provided.**

LEARNING TARGETS

- a) I know what the difference between a firsthand and secondhand account of an event or topic.
- b) I can compare and contrast a firsthand and secondhand account of the same event or topic.
- c) I can describe the differences in key points in firsthand and secondhand accounts based on the information provided.

Integration of Knowledge and Ideas

7. **4.RI. 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.

LEARNING TARGETS

- a) I know how to interpret information through pictures, words, and numbers.
- b) I can interpret information presented in different formats.
- c) I can explain how information helps me understand what I read.

8. **4.RI. 8** - Explain how an author uses reasons and evidence to support particular points in a text.

LEARNING TARGETS

- a) I know an author supports points in a text with reasons and evidence.
- b) I can explain how an author uses reasons and evidence to support particular points in a text.

9. **4.RI. 9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

LEARNING TARGETS

- a) I know how to gather information from two texts to help me understand a topic better.
- b) I can combine information from two texts on the same topic.
- c) I can use this information to write or speak effectively about the subject.

Range of Reading and Level of Text Complexity

10. **4.RI.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.**

LEARNING TARGETS

- a) I know the comprehension strategies for informational text.
- b) I can choose informational texts that are at my grade level or above.
- c) I can, by the end of year, read and comprehend informational texts at my grade level or above.
- d) I can ask for help while using comprehension strategies when I read informational texts at the high end of my reading range.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

a. **4.RF. 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.**

LEARNING TARGETS

- a) I know how to use phonics and word skills to decode unfamiliar words.
- b) I can use my knowledge of phonics and multi-syllabic words to read accurately unfamiliar words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. **4.RF. 4.a - Read on-level text with purpose and understanding.**

LEARNING TARGETS

- a) I know how to reread to help my understanding of a text.
- b) I can understand the meaning of the text when I read fluently.
- c) I can read text at my grade level for meaning and enjoyment.

b. **4.RF. 4.b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

LEARNING TARGETS

- a) I know how to orally read prose and poetry.
- b) I can orally read prose and poetry fluently and accurately with comprehension.
- c) I can orally read prose and poetry at an appropriate rate and with expression.

c. **4.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

LEARNING TARGETS

- a) I know that using context clues helps me improve my accuracy, fluency and comprehension.
- b) I can use context and re-reading to understand what I've read.

Writing Standards

Text Types and Purposes

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

a. **4.WR. 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.****

LEARNING TARGETS

- a) I know how to state my opinion in writing and back it up with ideas.
- b) I can write opinion pieces that clearly state my preference and reasoning in an organized way.

b. **4.WR. 1.b - Provide reasons that are supported by **facts and details.****

LEARNING TARGETS

- a) I know how to find facts and details that support my viewpoint.
- b) I can write opinion pieces that are supported by facts and details.

c. **4.WR. 1.c - Link **opinion and reasons** using words and phrases (**e.g., for instance, in order to, in addition**).**

LEARNING TARGET

- a) I know how to use words and phrases to link ideas together.
- b) I can build my argument by linking ideas together (e.g., for instance, in order to, in addition)

d. **4.WR. 1.d - Provide a concluding statement or section **related to the opinion presented.****

LEARNING TARGETS

- a) I know how to write a conclusion that supports my viewpoint.
- b) I can write a conclusion that supports my point of view with reasons and information.

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

a. **4.WR. 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.****

LEARNING TARGETS

- a) I know how to research a topic (gather data), select relevant information (take notes), group like ideas and format and organize a written presentation.
- b) I can find information and a group it together in a logical way, using paragraphs and sections, to create a written presentation.

b. 4.WR.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LEARNING TARGETS

- a) I can choose precise vocabulary, facts and details to explain my thinking about a topic.
- b) I can clearly develop a topic when writing an informative or explanatory text with facts, definitions, concrete details, quotations, or other information.

c. 4.WR. 2.c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

LEARNING TARGETS

- a) I can link ideas together using words and phrases.
- b) I can clearly link words and phrases together when I write informative and explanatory texts to explain a topic and inform my audience.

d. 4.WR. 2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LEARNING TARGETS

- a) I know how to choose content area vocabulary to write about a topic
- b) I can use content area vocabulary to write about and explain a topic.

e. 4.WR. 2.e - Provide a concluding statement or section related to the information or explanation presented.

LEARNING TARGETS

- a) I know how to write conclusions.
- b) I can write a conclusion when I write informative text.

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

a. 4.WR. 3.a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

LEARNING TARGETS

- a) I know the organizational structure of narrative writing.
- b) I can establish the outline of a narrative.
- c) I can introduce the narrator and/or characters and organize the events of the story so that it makes sense.

b. 4.WR. 3.b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

LEARNING TARGETS

- a) I know the structure of narrative writing and understand descriptive details and dialogue.
- b) I can use descriptive details and sequence events in my writing.
- c) I can write dialogue that expresses how the characters respond to the events in my story.

c. **4.WR. 3.c - Use a variety of transitional words and phrases to manage the sequence of events.**

LEARNING TARGETS

- a) I know a variety of transitional words and phrases.
- b) I can use a variety of transitional words and phrases as I write to arrange the sequence of a story.

d. **4.WR. 3.d - Use concrete words and phrases and sensory details to convey experiences and events precisely.**

LEARNING TARGETS

- a) I know concrete words, phrases and sensory details in my story.
- b) I can use words, phrases and sensory details in my story to help my audience experience my story.

e. **4.WR. 3.e - Provide a conclusion that follows from the narrated experiences or events.**

LEARNING TARGETS

- a) I know that a conclusion brings a story to a close.
- b) I can write a conclusion to my narrative.

Production and Distribution of Writing

4. **4.WR. 4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING TARGETS

- a) I know how to organize my writing to make it understandable for the reader.
- b) I can use organization in my writing that will help my audience understand what they read.

5. **4.WR. 5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

LEARNING TARGETS

- a) I know how to use the writing process.
- b) I can write a piece using the writing process (planning, revising, and editing).

6. **4.WR. 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.**

LEARNING TARGETS

- a) I know how to use technology and the internet to interact and work with others.
- b) I can use technology to engage and work with others and ask for help from adults as needed to produce and publish my work.
- c) I can keyboard a minimum of one page in a single sitting.

Research to Build and Present Knowledge

7. **4.WR. 7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include topics and/or sources by and about American Indians.

LEARNING TARGETS

- a) I know how to research a topic.
- b) I can investigate a topic to gain knowledge. This means that I will explore a topic in greater detail and I will be lead by a research question.

8. **4.WR. 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.

LEARNING TARGETS

- a) I know that information can be gathered from my own experiences, print and digital sources.
- b) I know how to take notes and group information in a way that makes sense.
- c) I can locate information from print and digital sources as well as integrate information from my own experiences.
- d) I can take notes and organize my information into categories and list the sources I used.

9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

a. **4.WR. 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].)

LEARNING TARGETS

- a) I know the grade 4 Reading standards (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].)
- b) I can apply the grade 4 Reading standards which means that I can describe in depth a character, setting or event by using details in the text.

b. **4.WR. 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).

LEARNING TARGETS

- a) I know the grade 4 Reading Standards for informational texts (how the author uses reasons and evidence to support particular points in a text).
- b) I can explain how an author uses reason and evidence to support particular points in a text.

Range of Writing

10. **4.WR. 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.

LEARNING TARGETS

- a) I know how to use the writing process (pre-write, draft, edit, revise, publish).
- b) I know how to write for different purposes and audiences.
- c) I can utilize the writing process to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

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.

a. **4.SL. 1.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.

LEARNING TARGETS

- a) I know that the best way to be involved in a discussion is to have knowledge about a topic.
- b) I can prepare myself for discussions by reading and studying materials.

b. **4.SL. 1.b** - Follow agreed-upon rules for discussions and carry out assigned roles.

LEARNING TARGETS

- a) I know what it takes to have an orderly discussion.
- b) I can follow agreed-upon rules for discussions and carry out assigned roles such as looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.

c. **4.SL. 1.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.

LEARNING TARGETS

- a) I know how to contribute to a discussion by asking and responding to questions and making comments that are related to the discussion.
- b) I can ask and respond to specific questions to for clarification or to follow up on information.
- c) I can and make comments and remarks that contribute to the discussion.

d. **4.SL. 1.d** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LEARNING TARGETS

- a) I know how to express the key points of my ideas as well as the ideas of others.
- b) I can relate my ideas as well as the ideas of others in light of the discussion.

2. **4.SL. 2** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LEARNING TARGETS

- a) I know how to paraphrase what I read.
- b) I know how to paraphrase information that comes to me in a variety of formats.
- c) I can paraphrase portions of a text read aloud or information presented in multiple formats.

3. 4.SL. 3 - Identify the reasons and evidence a speaker provides to support particular points.

LEARNING TARGETS

- a) I know a speaker needs reasons and evidence to support his point of view.
- b) I can identify the reasons a speaker provides to support particular points. This can be done through listening, questioning, and gathering information for a deeper understanding of a topic.

Presentation of Knowledge and Ideas

4. 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. Include sources by and about American Indians

LEARNING TARGETS

- a) I know how to recount an experience by being organized in my thoughts so that the facts and details support my ideas.
- b) I know the importance of speaking clearly and articulately for my audience.
- c) I can tell a story or recount an event in an organized and logical manner with attention to details that support the main idea.
- d) I can speak articulately in coherent sentences at an appropriate pace.

5. 4.SL. 5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

LEARNING TARGETS

- a) I know how to use multiple forms of media.
- b) I can combine audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

6. 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.

LEARNING TARGETS

- a) I know the difference between formal and informal conversation.
- b) I can choose the appropriate form of language based on the conversation that is taking place such as small group discussion and formal presentations.

Language Standards

Conventions of Standard English

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

a. 4.LS. 1.a - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

LEARNING TARGETS

- a) I know when it is appropriate to use pronouns and adverbs.
- b) I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

b. **4.LS. 1.b** - Form and use the **progressive** (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

LEARNING TARGETS

- a) I know when to use verbs to express time when I write and speak.
- b) I can change the verb tense according to the situation in my writing and speaking.

c. **4.LS. 1.c** - Use **modal auxiliaries** (e.g., *can, may, must*) to convey various conditions.

LEARNING TARGETS

- a) I know that a modal verb (also modal, modal auxiliary verb, modal auxiliary) is a type of auxiliary verb that is used to indicate modality -- that is, likelihood, ability, permission, and obligation
- b) I can use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. **4.LS. 1.d** - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).

LEARNING TARGETS

- a) I know that when I use more than one adjective to describe a noun that I place the adjectives in the following order before the noun: opinion, size, age, shape, color, origin, material, purpose.
- b) I can order adjectives according to conventional patterns.

e. **4.LS. 1.e** - Form and use **prepositional phrases**.

LEARNING TARGETS

- a) I know that a prepositional phrase begins with a preposition (such as at, in, from, with, by) and ends with the object of the preposition (nouns, pronouns, or clause).
- b) I can form and use prepositional phrases when I am writing or speaking.

f. **4.LS. 1.f** - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

LEARNING TARGETS

- a) I know how to speak and write clearly so my audience understands.
- b) I can write and speak using complete sentences.

g. **4.LS. 1.g** - Correctly use frequently confused words (e.g., *to, too, two; there, their*).

LEARNING TARGETS

- a) I know that some words sound the same, but have different meanings.
- b) I can use the correct homophone in my writing.

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

a. **4.LS. 2.a** - Use correct capitalization.

LEARNING TARGETS

- a) I know capitals are used to show the beginning of a sentence and for proper nouns.
- b) I can capitalize appropriately in my writing.

b. **4.LS. 2.b** - Use commas and quotation marks to mark direct speech and quotations from a text.

LEARNING TARGETS

- a) I know to use commas and quotation marks to show what someone is saying or quotes from text.
- b) I can use commas and quotation marks appropriately in my writing.

c. **4.LS. 2.c** - Use a comma before a coordinating conjunction in a compound sentence.

LEARNING TARGETS

- a) I know that a comma is needed before coordinating conjunction (i.e. for, and, nor, but, or, yet, such as) in a compound sentence.
- b) I can use a comma and conjunction to join two sentences.

d. **4.LS. 2.d** - Spell grade-appropriate words correctly, consulting references as needed.

LEARNING TARGETS

- a) I know what references to use to spell words correctly.
- b) I can use a dictionary, spell check, and other resources to check my spelling.

Knowledge of Language

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

a. **4.LS. 3.a** - Choose words and phrases to convey ideas precisely.

LEARNING TARGETS

- a) I know the importance of choosing words to help my audience understand.
- b) I can use a variety of words and phrases to express myself clearly and accurately.

b. **4.LS. 3.b** - Choose punctuation for effect.

LEARNING TARGETS

- a) I know what punctuation is and how it affects the meaning of words.
- b) I can use punctuation to express myself effectively in my writing.
- c) I can use punctuation to better understand what I am reading.

c. **4.LS. 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).

LEARNING TARGETS

- a) I know informal English is spoken among friends and family and used in some writing such as journaling and friendly letters.
- b) I know formal English is used under certain circumstances such as writing essays, reports, emails, and business letters.
- c) I can decide when I need to use formal or informal English.

Vocabulary Acquisition and Use

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. **4.LS. 4.a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know how to use context clues (words, phrases, and/or pictures) to help determine meaning while I am reading.
- b) I can use other words and phrases in a sentence, and/or pictures on the page to help me determine meaning.

b. 4.LS. 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).

LEARNING TARGETS

- a) I know words are made up of a combination of roots and affixes (prefixes and suffixes).
- b) I can use affixes and root words to understand the meaning of a word.

c. 4.LS. 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.

LEARNING TARGETS

- a) I know where to locate reference materials that will help me with pronunciation and meaning of words and phrases.
- b) I can use resources to determine the pronunciation and definitions of words and phrases.

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

a. 4.LS. 5.a - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

LEARNING TARGETS

- a) I know that a simile is figure of speech that compares two different things using the words like, as, or than.
- b) I know that a metaphor is a figure of speech that uses images to compare two unlike things that actually have something in common. (Her eyes were glistening jewels.)
- c) I can explain the meaning of similes and metaphors in context.

b. 4.LS. 5.b - Recognize and explain the meaning of common idioms, adages, and proverbs.

LEARNING TARGETS

- a) I know an idiom is a phrase or expression that can not be understood by the context of the words in the expression. (raining cats and dogs, In a New York minute)
- b) I know an adage or a proverb is a traditional saying that is true or partially true. (If the shoe fits, wear it.)
- c) I can use and understand idioms, adages, and proverbs.

c. 4.LS. 5.c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

LEARNING TARGETS

- a) I know that an antonym is a word that means the opposite of another word.
- b) I know that synonyms are different words with almost identical or similar meanings.
- c) I can understand and use antonyms and synonyms.

6. **4.LS. 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).

LEARNING TARGETS

- a) I know domain specific words and phrases that relate to a particular topic.
- b) I can discuss ideas on a particular topic so that my audience understands.