

Anchor Standard	#	English 4 Standards	Citation - Where in the course is the DEVELOPMENT/PRACTICE? (Course/Semester/Unit/Lesson/Activity or Page)
Reading: Literature			
<u>Key Ideas and Details</u>	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.	LA4/A/Module1/Inferences LA4/A/Module4/Finding Themes
	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	LA4/A/Module4/Theme v. Plot LA4/A/Module4/Finding Themes
	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).	LA4/A/Module2/Conflict LA4/A/Module2/Setting LA4/A/Module3/Characters LA4/A/Module3/Characterization LA4/A/Module4/Narrators
<u>Craft and Structure</u>	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).	LA4/A/Module2/ Conflict LA4/A/Module2/Setting LA4/A/Module6/Mythology
	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.	LA4/B/Module1/Poems vs. Other Literature LA4/B/Module1/Visual Characteristics of Poetry LA4/B/Module1/Sounds of Poetry LA4/B/Module1/Drama and Other Forms of Literature LA4/B/Module2/Structure of Drama
	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narratives.	LA4/A/Module3/Point of View LA4/A/Module3/Writing Point of View

<u>Integration of Knowledge and Ideas</u>	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.	LA4/A/Module5/Forms of Media LA4/A/Module6/Analyzing Media LA4/B/Module2/Drama Text vs. Drama Performances
	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.	LA4/A/Module5/Comparing Themes LA4/A/Module6/Comparing Myths
<u>Range of Reading and Level of Text Complexity</u>	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	LA4/A/Module 1/Processes

Reading: Informational Text

<u>Key Ideas and Details</u>	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.	LA4/B/Module2/Reading for Information LA4/B/Module2/Making Inferences LA4/B/Module2/Explicit and Implicit Messages LA4/B/Module2/Details that Support Messages
	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	LA4/B/Module2/Main Ideas LA4/B/Module2/Supporting Details LA4/B/Module2/Summary and Paraphrasing
	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.	LA4/B/Module3/Types of Information LA4/B/Module3/Reading Historical and Scientific Writing LA4/B/Module3/Summarizing Technical Writing
	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.	LA4/B/Module6/Unfamiliar Words

<u>Craft and Structure</u>	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.	LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structure
	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.	LA4/B/Module3/Firsthand and Secondhand Accounts
<u>Integration of Knowledge and Ideas</u>	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.	LA4/B/Module4/Photographs and Drawings LA4/B/Module4/Visual Elements LA4/B/Module4/Oral Elements
	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	LA4/B/Module3/Reasons and Evidence LA4/B/Module5/Analyzing Notes
	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	LA4/B/Module4/Integrating Sources
<u>Range of Reading and Level of Text Complexity</u>	RI.4.10	By the end of the 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.	LA4/B/Module2/Informational Text LA4/B/Module3/Reading Historical and Scientific Writing LA4/B/Module3/Summarizing Technical Writing
Reading: Foundational Skills			
	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	LA4/A/Module2/Processes

<u>Phonics and Word Recognition</u>	RF.4.3a	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.	LA4/A/Module2/Processes
<u>Fluency</u>	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Independent Reading Assessments
	RF.4.4a	Read grade-level text with purpose and understanding.	LA4/A/Module1/Introduction LA4/A/Module2/Plot
	RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	LA4/A/Module1/Introduction
	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	LA4/A/Module2/Context Clues LA4/A/Module2/Setting Context Clues LA4/A/Module1/Reading/Writing

Writing

	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths
	W.4.1a	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.	LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures
	W.4.1b	Provide reasons that are supported by facts and details.	LA4/A/Module5/Comparing Themes
	W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4/A/Module5/Forms of Media
	W.4.1d	Provide a concluding statement or section related to the opinion presented.	LA4/A/Module5/Forms of Fiction

<u>Text Types and Purposes</u>	W.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	LA4/A/Module2/Plot
	W.4.2a	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.	LA4/B/Module3/Paragraphs and Sections LA4/B/Module4/Using Visual Elements LA4/B/Module6/Creating Media
	W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4/B/Module3/Drafting LA4/B/Module4/Direct Quotes
	W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4/B/Module4/Transitional Tags
	W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	LA4/B/Module3/Precise Language
	W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	LA4/B/Module4/Conclusions
	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Narrators LA4/A/Module4/Theme
	W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	LA4/A/Module3/Characters La4/A/Module4/Narrators

	W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	LA4/A/Module3/Characterization
	W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	LA4/B/Module4/Transitional Tags
	W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4/A/Module2/Setting
	W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	LA4/B/Module4/Conclusions
<u>Production and Distribution of Writing</u>	W.4.4	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.)	LA4/A/Module1/Writing
	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	LA4/A/Module1/Processes LA4/B/Module4/Revising
	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.	LA4/A/Module6/Analyzing Media LA4/A/Module4/Peer Review
	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	LA4/B/Module5/Steps to Research LA4/B/Module5/Research Topic LA4/B/Module5/Plan Your Research Project

<u>Research to Build and Present Knowledge</u>	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.	LA4/A/Module6/Comparing Myths LA4/B/Module5/Personal Experience LA4/B/Module5/Print and Digital Sources LA4/B/Module 5/Taking Notes LA4/B/Module5/Categorizing Information
	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	LA4/B/Module5/How to Analyze Information
	W.4.9a	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 action].").	LA4/A/Module2/Setting LA4/A/Module3/Character Traits LA4/A/Module3/Developing Characters LA4/B/Module2/Structure of Drama
	W.4.9b	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").	LA4/B/Module5/Supporting Analysis Statements LA4/B/Module3/Reasons and Evidence LA4/B/Module6/Identifying Reasons and Evidence
<u>Range of Writing</u>	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.	LA4/B/Module3/Drafting LA4/B/Module4/Revising LA4/B/Module4/Peer Review

Speaking and Listening

	SL.4.1	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.	LA4/A/Module1/Inferences LA4/B/Module6/Participating in Discussions
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<u>Comprehension and Collaboration</u>	SL.4.1a	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.	LA4/B/Module6/Participating in Discussions
	SL.4.1b	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.	LA4/A/Module4/Finding Themes
	SL.4.1c	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	LA4/A/Module3/Point of View LA4/A/Module5/Comparing Themes
	SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	LA4/A/Module3/Point of View LA4/A/Module5/Comparing Themes
	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	LA4/A/Module5/Forms of Media
	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points	LA4/B/Module6/Identifying Reasons and Evidence
<u>Presentation of Knowledge and Ideas</u>	SL.4.4	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.	LA4/B/Module6/Preparing an Oral Report LA4/B/Module6/Facts and Details LA4/B/Module6/Delivering an Oral Report
	SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	LA4/B/Module6/Recording of Oral Reports LA4/B/Module6/Adding Visual Elements

Language			
<u>Conventions of Standard English</u>	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	LA4/A/Module1/Processes
	L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	LA4/A/Module2/Conflict LA4/A/Module3/Points of View
	L.4.1b	Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses.	LA4/A/Module2/Plot
	L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	
	L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	LA4/B/Module1/Finding Adjectives in Sentences
	L.4.1e	Form and use prepositional phrases.	LA4/A/Module2/Setting
	L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	LA4/A/Module4/Theme v. Plot LA4/B/Module1/Finding Sentence Fragments in Drama LA4/B/Module2/Correcting Sentence Fragments LA4/B/Module4/Run-on Sentences
	L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*	LA4/B/Module1/Frequently Confused Words
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LA4/A/Module5/Forms of Media LA4/A/Module6/Analyzing Media
	L.4.2a	Use correct capitalization.	LA4/A/Module1/Writing

<u>L.4.2</u>	<p>L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>LA4/A/Module3/Characterization LA4/A/Module4/Narrators LA4/B/Module4/Punctuating Direct Quotes</p>
	<p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>LA4/B/Module6/Commas Before Coordinating Conjunctions</p>
	<p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>LA4/A/Module1/Introduction</p>
	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>LA4/A/Module3/Point of View LA4/A/Module4/Narrators</p>
<u>Knowledge of Language</u>	<p>L.4.3a Choose words and phrases to convey ideas precisely.</p>	<p>LA4/A/Module3/Characters LA4/A/Module4/Narrators</p>
	<p>L.4.3b Choose punctuation for effect.</p>	<p>LA4/A/Module3/Characterization LA4/B/Module1/Defining Sentence Fragments LA4/B/Module6/Choosing Punctuation</p>
	<p>L.4.3c 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>LA4/B/Module6/Formal and Informal English</p>
	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>LA4/A/Module1/Inferences LA4/A/Module6/Comparing Myths</p>
<u>L.4.4a</u>	<p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>LA4/A/Module2/Context Clues LA4/A/Module2/Setting Context Clues LA4/A/Module1/Reading/Writing</p>

<u>Vocabulary Acquisition and Use</u>	L.4.4b	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>).	LA4/A/Module3/Characterization LA4/A/Module6/Comparing Myths LA4/B/Module3/Word Parts
	L.4.4c	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.	LA4/A/Module6/Mythology LA4/B/Module3/Definitins and Pronunciations LA4/B/Module6/Unfamiliar Words
	L.4.5	Demonstrate understanding of figurative language, word relationships, amd nuances in word meanings.	LA4/A/Module5/Comparing Themes LA4/B/Module1/Figurative Language LA4/B/Module1/Word Nuances in Poetry
	L.4.5a	Explain the meaning of similes and metaphors (e.g., as pretty as a picture) in	LA4/B/Module1/Similes and Metaphors
	L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	LA4/B/Module1/Adages and Proverbs
	L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	LA4/B/Module2/Synonyms and Antonyms
	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	LA4/A/Module5/Forms of Fiction