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| RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | 2b The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2)  
1) Identify the stated main idea or supporting details in a paragraph.  
2c The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence (DOK 2) |
| 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 | 2b The student will analyze texts in order to identify, infer, or synthesize information. (DOK 2)  
1) Identify the stated main idea or supporting details in a paragraph.  
3) Identify stated causes and effect relationships in paragraphs and short passages. |
| 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. | The student will use word recognition and vocabulary (word meaning) skills to communicate.  
1a a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel–consonant + e, consonant + le) for decoding words. (DOK 1)  
b. The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. (DOK 2) |
<p>| MLAF 1b | The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words. |</p>
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| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | **3d** The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)  
1) Reports  
2) Letters  
3) Functional texts  
4) Presentations  
5) Poems |
| W.4.2 |  
3b The student will compose descriptive texts using specific details and vivid language. (DOK 3)  
2b The student will analyze text in order to identify, understand, infer, or synthesize information. (DOK 2)  
2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.  
1c The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) |
| The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. (Note: Editing will be tested under competency four.) | **3a** The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. (Note: Editing will be tested under competency four.)  
2) Planning  
3) Revising  
4) Editing  
3b) Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric.  
4) Editing  
Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. |
| SL.4.1a | The student will compose text based on inquiry and research. (DOK 3)  
3f 1) Generate questions.  
2) Identify and paraphrase important information from sources.  
3b The student will compose descriptive texts using specific details and vivid language. (DOK 3)  
2b The student will analyze text in order to identify, understand, infer, or synthesize information. (DOK 2)  
2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.  
1c The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) |
## Fourth Grade - Unit 1

**CCSS Standards Progression**

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<tr>
<td>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>The student will apply Standard English grammar to compose or edit. (DOK 1) 8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, <strong>object pronouns</strong>, reflexive pronouns, demonstrative pronouns) 10) Adverbs</td>
</tr>
<tr>
<td>L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
<td>4a MLAF 4a8 Pronouns - <strong>object pronouns</strong>, reflexive pronouns, demonstrative pronouns</td>
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<td>L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td>1d The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 3)</td>
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<tr>
<td>L.4.2a Use correct capitalization.</td>
<td>4b MLAF 4b8 Capitalization - <strong>first word in greetings and closings of friendly letters, proper adjectives</strong></td>
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<td>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.</td>
<td>The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) 1c The student will use <strong>definitional, synonym, or antonym context clues</strong> to infer the meanings of unfamiliar words. (DOK 2)</td>
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<td>Use context (e.g., definitions, examples, or L.4.4a restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>1e The student will use <strong>definitional, synonym, or antonym context clues</strong> to infer the meanings of unfamiliar words. (DOK 2)</td>
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### Science Connections

3b Classify the organs and functions of the nervous, circulatory, and respiratory systems of the body.