

Fourth Grade ELA Timeline

Macon County 2017-2018

On-going standards through the year

Old Standard	Standard	Learning Target	Resources
RL.4.9 (1)	4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	I can apply the differences and similarities between themes, topics, and patterns. (S)	
RL.4.10	4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	I can read and comprehend literature in the grades 4-5 text. (S)	
RI.4.2 (1)	4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.	<p>I can determine the main idea of a text. (R)</p> <p>I can use the main idea and supporting details to summarize a non-fiction text. (A)</p> <p>I can write a summary stating the key points of text. (P)</p>	
RI.4.4	4.FL.VA.7a 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. i. Use context as a clue to the	I can determine the meaning of 4 th grade vocabulary words in a story or a non-fiction text. (R)	

	<p>meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
RI.4.5 (1)	4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	<p>I can describe the order of events in a non-fiction text. (R)</p> <p>I can describe the whole structure of events, ideas, concepts, or information in a non-fiction text. (K)</p>	
	4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	I can determine the cause and effect of an event in a non-fiction text. (R)	
	4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	I can compare and contrast events or information in a non-fiction text. (R)	
RI.4.5 (2)	4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	I can classify the problem and solution of a non-fiction text. (R)	

<p>RI.4.7 (1)</p>	<p>4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p>	<p>I can identify information presented in formats other than words. (K)</p> <p>I can identify the types of graphic sources (charts, graphs, diagrams, etc.) (K)</p> <p>I can interpret graphic sources (charts, graphs, time lines, and illustrations) to explain how the information helps me understand the text. (R)</p> <p>I can explain how various formats help a reader understand a text. (R)</p>	
<p>RF.4.3 RF.4.3a</p>	<p>4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>I can apply phonics and word analysis skills in decoding words. (S)</p> <p>I can recognize letter-sound relationships, syllable patterns, and root words and affixes to accurately read unfamiliar words. (K)</p>	
<p>RF.4.4</p>	<p>4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>I can demonstrate my ability to read accurately and fluently. (S)</p>	

	<p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>I can use accurate and fluent reading to support comprehension of a text. (S)</p> <p>I can read grade level text with purpose and understanding. (S)</p> <p>I can use context clues, reading skills, and self-correction to comprehend text, re-reading text if necessary. (S)</p>	
SL.4.1	<p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>	<p>I can defend my ideas to a partner on grade 4 topics and texts. (R)</p> <p>I can explain the topic being discussed. (R)</p> <p>I can determine behaviors that are appropriate for group activities. (K)</p> <p>I can use my knowledge of discussion rules to represent my role within a group. (S,R)</p> <p>I can contribute to group discussions by formulating questions and answers. (P)</p> <p>I can describe and explain key ideas of a discussion. (K,R)</p>	
SL.4.2	<p>4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p>I can paraphrase a text represented in multiple formats. (R)</p>	

SL.4.4	<p>4.SL.PK1.4 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.</p>	<p>I can speak clearly when reporting on a text, telling a story, or recalling an experience. (P)</p>	
L.4.1f (1)	<p>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p>	<p>I can produce complete sentences. (P)</p>	
L.4.4a (1) L.4.1g(2)	<p>4.FL.VA.7a 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>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify</p>	<p>I can distinguish the appropriate use of frequently confused words (homophones). (R)</p> <p>I can use context as a clue to infer the meaning of a work or phrase. (S)</p>	

	the precise meaning of key words and phrases.		
L.4.2a	4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f. Use correct capitalization.	I can construct sentences using correct capitalization. (P)	
L.4.2d	4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly consulting references as needed. b. Write legibly in manuscript and cursive.	I can distinguish the correct spelling using grade appropriate words, consulting references as needed. (R)	
L.4.5a (1) L.4.5c (1)	2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words.	I can explain the meaning of similes and metaphors within the context. (R) I can classify a word in relation to its antonyms and synonyms (word analogies). (R)	
L.4.6 (1)	2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	I can select and use grade appropriate academic and domain specific words including those that signal action, emotion, or states of being on a particular topic. (K)	
W.4.3c	4.W.TTP.3 Write narratives to develop real or imagined	I can choose a variety of transition words and	

	<p>experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>d. Use a variety of transitional words and phrases to manage the sequence of events.</p>	manage the sequence of events. (S)	
W.4.4 (1)	4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can produce clear and coherent writing. (P)	
W.4.5 (2)	4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	I can develop my writing with support from peers and adults. (P)	
W.4.6	4.W.PDW.6 With some guidance and support from adults, use technology, including the	I can collaborate with my peers and teachers to produce one-page writing using a keyboard. (R,S)	

	Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	I can use technology to publish writing. (P)	
W.4.7 (1) W.4.8	4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	I can identify reference sources and the information within. (K) I can take notes (paraphrase) relevant information. (R) I can distinguish between relevant and irrelevant information. (R) I can recall information relevant to the research topic. (K)	
W.4.9 (1)	4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	I can cite evidence from the text when writing. (K)	

1st 9 Weeks

Old Standard	Standard	Learning Target	Resources	T	M
RL.4.1	4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when	I can define the meaning of inference. K I can identify details and examples in a text. K			

	drawing inferences from the text.	<p>I can explain what the text says explicitly using inferences. R</p> <p>I can use specific details and examples to explain the meaning of a non-fiction text. S</p> <p>I can use specific details and examples to draw inferences from the meaning of a non-fiction text. S</p>			
RL.4.2	4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>I can identify a theme of a story, drama, or poem. K</p> <p>I can use inferences to determine the theme of a text. R</p>			
	<p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p>	I can summarize the text. S			
RL.4.3	4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	<p>I can differentiate between a character's thoughts, words, and/or actions. R</p> <p>I can describe character, setting, or event in a story or a drama. K</p> <p>I can explain events and ideas in a historical non-fiction text. R</p> <p>I can explain procedures and concepts in a scientific non-fiction context. R</p>			
RL.4.6	<p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>c. Create an organizational structure in which related ideas are grouped to support the</p>	I can construct a graphic organizer to show differences in point of view. P			

	writer's purpose.				
	<p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <p>4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p>	I can compare and contrast points of view. R			
RI.4.8	4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.	<p>I can explain why the author chose certain points and details to include in a text. R</p> <p>I can locate the reasons and evidence used to support the author's point in a text. K</p> <p>I can explain how the reasons and evidence support the author's points in a text. R</p>			
SL.4.6	4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	I can differentiate between formal and informal language. R			
L.4.1 L.4.3.b	4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and	<p>I can identify and restate relative pronouns (ex. who, whose, whom, which, that). K</p> <p>I can identify and restate relative adverbs (ex. where, when, and why). K</p>			

	<p>punctuation, when writing.</p> <p>a. Use relative pronouns and relative adverbs.</p> <p>b. Form and use progressive verb tenses.</p> <p>c. Use auxiliary verbs such as <i>can</i>, <i>may</i>, and <i>must</i> to clarify meaning.</p> <p>d. Form and use prepositional phrases.</p> <p>e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> <p>f. Use correct capitalization.</p> <p>g. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>h. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>i. Write several cohesive paragraphs on a topic.</p>	<p>I can apply the use of progressive verb tenses (ex. was, am, will be). S</p> <p>I can use the correct verb to support various conditions (ex. can, may, must). S</p> <p>I can identify and compare sentences using prepositional phrases. S</p> <p>I can differentiate, and if needed, correct sentences, fragments, and run-ons. R</p> <p>I can choose punctuation for effect. S</p>			
L.4.3.c	<p>4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.</p>	<p>I can differentiate between the use of formal/informal English depending group setting (audience). R</p>			
L.4.4.c	<p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p>	<p>I can locate the pronunciation and precise meaning of key words and phrases using print and digital reference materials. K</p>			

	<p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>			
<p>W.4.1</p> <p>W.4.7</p>		<p>I can define an opinion. K</p> <p>I can organize my ideas to support my purpose. S</p> <p>I can state and defend my opinion clearly. R</p> <p>I can use transition words to link my opinions and reasons.</p> <p>I can compose a closing sentence that relates to the opinion presented. P</p> <p>I can select and narrow a topic. K</p>		

2nd 9 Weeks

Old Standard	Standard	Learning Target	Resources	T	M
RL. 4.6	4.RL.CS.6 Compare and contrast the point of view from which different stories are	I can recognize the difference between first and third person. K			

	narrated.			
RL. 4.9	4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	I can analyze events (eg. the quest) in stories, myths, and literature in different cultures. R		
RI. 4.6 RI.4.9	4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	I can compare and contrast two points of view of the same event or topic. R I can locate information from two texts on the same topic. K I can determine which pieces of information that support my topic. R I can integrate information from two texts to demonstrate my knowledge of the topic. R I can read two different texts on the same subject and summarize in words. R, P		
SL. 4.3	4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.	I can identify the purpose and evidence that supports the speaker's points. K		
SL. 4.4	4.SL.PKI.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.	I can distinguish which facts and details support the main idea or theme of a text, stories, or experience. R		
SL. 4.6	4.SL.PKI.6 Recognize that	I can choose when to use formal or informal English depending		

	different situations call for formal vs. informal English, and use formal English when appropriate.	on the situation. K, S		
L. 4.1.A L.4.1.D L.4.2	4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs such as <i>can</i> , <i>may</i> , and <i>must</i> to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.	I can identify and restate relate adverbs. K I can organize adjectives using conventional patterns (size, age, shape, color). S I can construct sentences using commas and quotation marks to show dialogue. P I can construct sentences using commas and quotation marks to show quotes from text. P I can use a comma before the coordination conjunctions when constructing a compound sentence. S		
L. 4.3.A	4.FL.VA.7c Acquire and use accurately grade-appropriate	I can choose words and phrases to support ideas while attending		

	<p>general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>to precision. S</p>			
L. 4.4.B	<p>4.FL.VA.7a 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>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>I can use common appropriate affixes and roots as clues to meanings of words. S</p>			
L. 4.5.B	<p>4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Explain the meaning of simple similes and metaphors in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings</p>	<p>I can recognize and explain the meaning of common idioms, adages, and proverbs. K, R</p>			
W. 4.2	<p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>	<p>I can explain my ideas on a topic. R</p>			

	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
W.4.2 A,B,C,D W.4.3B	<p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic.</p> <p>b. Group related information in paragraphs and sections.</p> <p>c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.</p> <p>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> <p>f. Link ideas within categories of information using words and phrases.</p> <p>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>h. Apply language standards addressed in the Foundational Literacy standards.</p>	<p>I can tell the definition of an informative/explanatory text. K</p> <p>I can identify the topic clearly. K</p> <p>I can organize and informative text in paragraphs to include proper structure, illustrations, and technology when needed. S</p> <p>I can develop a topic using factual information. P</p> <p>I can categorize information using transition words and phrases. R</p> <p>I can write using precise language to explain the topic. P</p> <p>I can rewrite my introductory sentence in a conclusion format. K</p> <p>I can construct dialogue and experiences to show character interaction. P</p>			

Old Standard	Standard	Learning Target	Resources
RL.4.4	4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	<p>I can state the meaning of words and phrases found in mythology. K</p> <p>I can classify words or phrases that allude to significant characters found in mythology. R</p> <p>I can restate the meaning of allude. K</p>	
RL.4.5	4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	<p>I can distinguish major difference between poems, drama, and prose. R</p> <p>I can classify elements of a drama (cast of characters, descriptions, dialogue, stage directions). R</p> <p>I can classify the elements of poems (verse, rhythm, and meter). R,S</p>	
RL.4.7	4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	<p>I can make connections between a story and a drama. P</p> <p>I can design a graphic organizer for a play from a story. P</p> <p>I can infer using the differences between directions and descriptions in the text. R</p>	
RF.4.4b	4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<p>I can read poetry orally with appropriate accuracy, pacing, and expression. S</p>	

SL.4.5	4.SL.PKI.5 Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.	I can choose which audio or visual displays to add to a presentation in order to clarify the main idea or theme. K,S	
W	4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion with reasons that are supported by facts and details. c. Create an organizational structure in which related ideas are grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words and phrases. f. Apply language standards addressed in the Foundational Literacy standards	Continue practicing opinion and informative writing.	

4th 9 Weeks

Old Standard	Standard	Learning Target	Resources
RI.4.10	4.RI.IKI.7 Interpret information presented visually, orally, or	I can read and comprehend informational texts by the end of the year. (S)	

	quantitatively and explain how the information contributes to an understanding of the text in which it appears.		
W.4.3	<p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>f. Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>g. Apply language standards addressed in the Foundational Literacy standards.</p>	<p>I can identify a narrative. (K)</p> <p>I can make up an organized story with a narrator and/or characters. (P)</p> <p>I can create a piece of writing that paints a vivid picture. (P)</p> <p>I can formulate a conclusion for a narrative. (P)</p>	
W.4.7	4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	conduct short research projects that build knowledge through investigation of different aspects of a topic	

W.4.8	4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	I can use multiple resources to research a topic. (S)	
W.4.9	4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	I can draw inferences from research. (R)	
W.4.10	4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	I can use all the steps in the writing process to produce a research product. (P)	