**Introduction**

The ELA Standard Division Documents (SDD) for Elementary English Language Arts are designed to provide teachers with a framework of the North Carolina Standard Course of Study for ELA (Common Core Standards) for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Standards are introduced for *“focused instruction”* as outlined in the SDD. Focus standards instruction may be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be taught together. These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments.* The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. Beginning with grade 3, the district offers benchmark assessments for each nine week grading period as well as for the beginning, middle, and end of year. **Assessed standards in grades 3-5 are marked BM when they are to be benchmarked.** The SDD provides a guide for what standards will be included on the district benchmark assessments. In Kindergarten through 2nd grade, beginning, middle, and end of year benchmarks, as well as ongoing progress monitoring, are completed using mCLASS Reading 3D and other appropriate K-2 assessments. Writing in grades K-2 should be benchmarked each 9 weeks. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by district or state assessments. These school-based assessments may include performance tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the standards (e.g., portfolios, research projects, products, presentations, etc.).

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| **First Nine Weeks Standards:** **Prior to Introducing Standards:**1. “1st 20 Days”; Routines, Procedures, and Building Community (Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Fountas and Pinnell) (Integrate SL.5.1)2. Introduce “Reading Strategies”; Visualizing, Making Connections, Asking Questions, Making Inferences, Determining Importance, Summarizing, and Synthesizing (Strategies that Work: Teaching Comprehension for Understanding and Engagement (2nd Edition) by Harvey and Goudvis)**\*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.**\*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).**\*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.           **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.  **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **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.                       **\*RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.*** 1. 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.

 **\*RF.4.4 Read with sufficient accuracy and fluency to support comprehension*** 1. Read grade-level text with purpose and understanding.
	2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

                                                 **\*W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** * 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	3. Use a variety of transitional words and phrases to manage the sequence of events.
	4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	5. Provide a conclusion that follows from the narrated experiences or events.

 **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.)**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.                        **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. **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.** * 1. 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.
	2. Follow agreed-upon rules for discussions and carry out assigned roles.
	3. 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.
	4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

                                              **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * 1. Use correct capitalization.
	2. Spell grade-appropriate words correctly, consulting references as needed.

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

        **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).   **Cursive** Read short selections written in cursive. | **Second Nine Weeks Standards:****Developing RL. 4.1****RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.**\*Developing RL. 4.3****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).**\* Developing RL. 4.7**        **\* Developing RI. 4.1****\* Developing RI. 4.2****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.**\* Developing RI. 4.4****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.**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.**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.         **\* Developing RF. 4.3**       **\*RF.4.4 (Continue a, c)*** 1. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

                   **\*W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.** * 1. 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.
	2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	3. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	5. Provide a concluding statement or section related to the information or explanation presented.

**Developing W. 4.3**              **\* Developing W. 4.4**      **Developing W. 4.5**   **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.**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.              **Developing W. 4.10**  **Developing SL. 4.1**    **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.      **SL.4.6** 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.            **L.4.2 (Continue a, d)*** 1. Use commas and quotation marks to mark direct speech and quotations from a text.
	2. Use a comma before a coordinating conjunction in a compound sentence.

     **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose words and phrases to convey ideas precisely.* 1. Choose punctuation for effect.
	2. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

   **\*L.4.4 (Continue a)*** 1. 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.

             **Developing L. 4.6**  | **Third Nine Weeks Standards:****Developing RL. 4.1****\* Developing RL. 4.2****\* Developing RL. 4.3****\* Developing RL. 4.4****\*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. **\*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. **Developing RL. 4.7**  **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.           **\* Developing RI. 4.1****\* Developing RI. 4.2****\* Developing RI. 4.3****\* Developing RI. 4.4****\* Developing RI. 4.5****\* Developing RI. 4.6****\* Developing RI. 4.7****RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. **\*RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.        **Developing RF. 4.3**       **Developing RF. 4.4**      **\*W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** * 1. 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.
	2. Provide reasons that are supported by facts and details.
	3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	4. Provide a concluding statement or section related to the opinion presented.

  **Developing W. 4.2**                          **Developing W. 4.3**       **Developing W. 4.4**     **Developing W. 4.5**  **Developing W. 4.6** **Developing W. 4.7****Developing W. 4.8****W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.* 1. 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].”).
	2. 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”).

 **Developing W. 4.10**    **Developing SL. 4.1**                          **Developing SL. 4.2**    **Developing SL. 4.3** **Developing SL. 4.6**         L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * 1. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	2. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	3. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	4. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	5. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Form and use prepositional phrases.
	6. Correctly use frequently confused words (e.g., to, too, two; there, their).

   **\* Developing L. 4.2**           **\* Developing L.4.3** **\* Developing L. 4.4****L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** * 1. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	2. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	3. Recognize and explain the meaning of common idioms, adages, and proverbs.

   **Developing L. 4.6**             Legibly write short selections in cursive.    | **Fourth Nine Weeks Standards:**         **Developing/Mastery RL. 4.1****Developing/Mastery RL. 4.2****\*Developing/Mastery RL. 4.3****\*Developing/Mastery RL. 4.4****\* Developing/Mastery RL. 4.5****\* Developing/Mastery RL. 4.6****Developing/Mastery RL. 4.7** **\* Developing/Mastery RL. 4.9****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.**\* Developing/Mastery RI. 4.1** **\* Developing/Mastery RI. 4.2** **\* Developing/Mastery RI. 4.3** **\* Developing/Mastery RI. 4.4****\* Developing/Mastery RI. 4.5** **\* Developing/Mastery RI. 4.6** **\* Developing/Mastery RI. 4.7** **\* Developing/Mastery RI. 4.8** **Developing/Mastery RI. 4.9** **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.**Developing/Mastery RF. 4.3**        **Developing/Mastery RF. 4.4**       **Developing/Mastery W. 4.1**                 **Developing/Mastery W. 4.2**                           **Developing/Mastery W. 4.3**               **\* Developing/Mastery W. 4.4**      **Developing/Mastery W. 4.5**  **\* Developing/Mastery W. 4.6**         **Developing/Mastery W. 4.7**    **Developing/Mastery W. 4.8**     **Developing/Mastery W. 4.9**               **Developing/Mastery W. 4.10**    **Developing/Mastery SL. 4.1**                          **Developing/Mastery SL. 4.2**    **Developing/Mastery SL. 4.3**   **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. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **Developing/Mastery SL. 4.6****Developing/Mastery L. 4.1**          **Developing/Mastery L. 4.2**           **Developing/Mastery L. 4.3**  **Developing/Mastery L. 4.4**                **Developing/Mastery L. 4.5**          **\* Developing/Mastery L. 4.6**            **Developing/Mastery** |

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| **4th Grade ELA Standards At a Glance: Focused Instruction** |

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| Strand | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Reading Literature | 4.1, 4.3, 4.7 | 4.2, 4.4 | 4.4, 4.5, 4.6, 4.9 | 4.10 |
| Reading Information | 4.1, 4.2, 4.4 | 4.3, 4.5, 4.6, 4.7 | 4.8, 4.9 | 4.10 |
| Reading Foundational Skills | 4.3, 4.4(a,c) | 4.4(b) |   |   |
| Writing | 4.3, 4.4, 4.5, 4.10 | 4.2, 4.6, 4.7, 4.8 | 4.1, 4.9 |   |
| Speaking and Listening | 4.1 | 4.2, 4.3, 4.6 |   | 4.4, 4.5 |
| Language | 4.2(a,d), 4.4(a), 4.6 | 4.2(b,c), 4.3, 4.4(c) | 4.1, 4.5 |   |
| Cursive | Read short selection |   | Legibly write short selection |   |

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| Year Long Standards(Objectives that may take the full year to teach) **Please note, once ELA objectives are introduced they will be taught for the remainder of the year.**  |

Proposed Benchmark Frequency: **Every 9 weeks**

Comments (optional): **\* Indicates when each standard will be benchmarked. RL.4.10 and RI.4.10 are measured throughout the year with book level. Please note that standards from previous grade are reinforced until grade level standards are introduced.**

Name of Person/People Submitting this form: **4th Grade Teacher Leadership Council**