

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are designated to be focused on during daily routines. These standards should be embedded in all that is done in the fourth-grade classroom. For example, during morning meeting, guided reading, read aloud etc. Through modeling and constant exposure, these essential standards should be mastered by the end of Grade 4.

1.1 Foundational Skills	
CC.1.1.4.D	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.4.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.
CC.1.1.4.E	Read with accuracy and fluency to support comprehension.
CC.1.1.4.E.1	Read on-level text with purpose and understanding.
CC.1.1.4.E.2	Read on level text with accuracy, appropriate rate and expression on successive readings.
CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
1.2 Reading Informational Text	
CC.1.2.4.A	Determine the main ideas of a text and explain how it is supported by key details, summarize the text.
CC.1.2.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.2.4.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.3 Reading Literature	
CC.1.3.4.C	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational, 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.
CC.1.3.4.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
1.4 Writing	
In all areas of writing	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
	Choose words and phrases to convey ideas precisely using domain specific vocabulary to inform or explain about the topic.
CC.1.4.4.X	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.
1.5 Speaking and Listening	
CC.1.5.4.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.B	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
CC.1.5.4.D	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 with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E	Differentiate between contexts that require formal English vs. informal situations.
CC.1.5.4.G	Demonstrate command of the conventions of standard English when speaking based on Grade 4 level and content.

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Quarter 1

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading – Informational Text	
<i>Standards for Reading Informational Text – Key Ideas and Details</i>	
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C	Explain events, procedures, ideas or concepts in a text, including what happened and why, based on specific information in the text.
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.
<i>Standards for Reading Informational Text – Integration of Knowledge and Ideas</i>	
CC.1.2.4.H	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
<i>Standards for Reading Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.4.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being that are basic to a particular topic.
1.3. Reading – Literature	
<i>Standards for Reading Literature – Key Ideas and Details</i>	
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.
<i>Standards for Reading Literature – Craft and Structure</i>	
CC.1.3.4.D	Compare and contrast an event or topic told from two different points of view.
1.4 Writing	
<i>Writing – Narrative</i>	
CC.1.4.4.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
CC.1.4.4.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events, provide a conclusion that follows from the narrated experiences and events.
<i>Writing – The Writing Process</i>	
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
1.5 Speaking and Listening	
<i>Comprehension and Collaboration</i>	
CC.1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.

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Quarter 2

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1.2 Reading – Informational Text	
<i>Standards for Reading Informational Text – Key Ideas and Details</i>	
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.E	Use text structure to interpret information (e.g. chronology comparison, cause/effect, problem/solution).
<i>Standards for Reading Informational Text – Integration of Knowledge and Ideas</i>	
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
<i>Standards for Reading Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.4.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being that are basic to a particular topic.
1.3. Reading – Literature	
<i>Standards for Reading Literature – Key Ideas and Details</i>	
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.
<i>Standards for Reading Literature – Craft and Structure</i>	
CC.1.3.4.D	Compare and contrast an event or topic told from two different points of view.
<i>Standards for Reading Literature – Integration of Knowledge and Ideas</i>	
CC.1.3.4.H	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
1.4 Writing	
<i>Writing – Opinion/Arguments</i>	
CC.1.4.4.G	Write opinion pieces on topics or texts.
CC.1.4.4.H	Introduce the topic and state an opinion on the topic.
CC.1.4.4.I	Provide reasons that are supported by facts and details.
CC.1.4.4.J	Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.
<i>Writing – The Writing Process</i>	
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
1.5 Speaking and Listening	
<i>Comprehension and Collaboration</i>	
CC.1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.

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Quarter 3

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1.2 Reading – Informational Text	
<i>Standards for Reading Informational Text –Key Ideas and Details</i>	
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.
<i>Standards for Reading Informational Text – Integration of Knowledge and Ideas</i>	
CC.1.2.4.G	Interpret various presentations of information within a text or digital sources and explain how the information contributes to an understanding of text in which it appears.
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
<i>Standards for Reading Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.4.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being that are basic to a topic.
1.3. Reading – Literature	
<i>Standards for Reading Literature – Key Ideas and Details</i>	
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.
<i>Standards for Reading Literature – Craft and Structure</i>	
CC.1.3.4.E	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
CC.1.3.4.D	Compare and contrast an event or topic told from two different points of view.
<i>Standards for Reading Literature – Integration of Knowledge and Ideas</i>	
CC.1.3.4.H	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
1.4 Writing	
<i>Writing – Informative/Explanatory</i>	
CC.1.4.4.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B	Identify and introduce the topic clearly.
CC.1.4.4.C	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic, include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.4.D	Group related information in paragraphs and sections linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<i>Writing – The Writing Process</i>	
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
CC.1.4.4.V	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W	Recall information from experiences or gather information from print and digital sources; take notes and categorize information and provide a list of sources.
1.5 Speaking and Listening	
<i>Comprehension and Collaboration</i>	
CC.1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.
<i>Presentation of Knowledge and Ideas</i>	
CC.1.5.4.F	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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Quarter 4

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1.2 Reading – Informational Text	
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.
<i>Standards for Reading Informational Text - Integration of Knowledge and Ideas</i>	
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
<i>Standards for Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.4.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being that are basic to a particular topic.
1.3. Reading – Literature	
<i>Standards for Reading Literature – Key Ideas and Details</i>	
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.
<i>Standards for Reading Literature – Craft and Structure</i>	
CC.1.3.4.D	Compare and contrast an event or topic told from two different points of view.
<i>Standards for Reading Literature – Vocabulary Acquisition and Use</i>	
CC.1.3.4.H	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
<i>Standards for Reading Literature – Integration of Knowledge and Ideas</i>	
CC.1.3.4.G	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.
1.4 Writing	
CC.1.4.4.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and informational texts.
<i>Writing – The Writing Process</i>	
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
CC.1.4.4.U	With guidance and support, 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 setting.
1.5 Speaking and Listening	
<i>Comprehension and Collaboration</i>	
CC.1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.