**Content Area:** Reading, Writing, and Communicating  
**Standard:** 1. Oral Expression and Listening  

**Prepared Graduates:**  
- Use language appropriate for purpose and audience  

**Grade Level Expectation: Fourth Grade**  

**Concepts and skills students master:**  
1. A clear communication plan is necessary to effectively deliver and receive information

<table>
<thead>
<tr>
<th>Students can:</th>
<th><strong>21st Century Skills and Readiness Competencies</strong></th>
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</table>
| a. 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. (CCSS: SL.4.1)  
   i. 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. (CCSS: SL.4.1a)  
   ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)  
   iii. 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. (CCSS: SL.4.1c)  
   iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d) |  
| b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2) |  
| c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3) |  
| 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 at an understandable pace. (CCSS: SL.4.4) |  
| e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5) |  
| f. 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. (CCSS: SL.4.6) |  

**Inquiry Questions:**  
1. Why is it important to listen to all members in a group before making a decision about an issue or problem?  
2. What are some important things to do when presenting ideas to a group?  
3. Why is paraphrasing someone else’s thinking important before sharing other opinions?  

**Relevance and Application:**  
1. Learning how to listen and support ideas with others is a life skill (Businesses of all sizes create communication plans so all employees are kept informed and know how and where to offer their opinion.)  
2. Interacting with others by sharing knowledge, ideas, stories, and interests builds positive relationships. For example, when planning a school festival students, parents, and teachers work together to develop ideas and plan the work.  
3. Using databases to organize information about and audience can improve a meeting.  

**Nature of Reading, Writing and Communicating:**  
1. Good communicators acknowledge the ideas of others.
## Content Area: Reading, Writing, and Communicating
### Standard: 2. Reading for All Purposes

#### Prepared Graduates:
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

#### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:
1. Comprehension and fluency matter when reading literary texts in a fluent way

<table>
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<tr>
<th>Evidence Outcomes</th>
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<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>a. Use Key Ideas and Details to:</td>
<td>1. How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)?</td>
</tr>
<tr>
<td>i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)</td>
<td>2. What can readers infer about the main character of a text?</td>
</tr>
<tr>
<td>ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)</td>
<td>3. How are you similar or different from the characters in the text?</td>
</tr>
<tr>
<td>iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)</td>
<td>4. How did the author use events to prepare the reader for the ending?</td>
</tr>
<tr>
<td>iv. 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). (CCSS: RL.4.4)</td>
<td>5. How would the story be different if the author changed the setting?</td>
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<tr>
<td>v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)</td>
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<tr>
<td>b. Use Craft and Structure to:</td>
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<tr>
<td>i. 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). (CCSS: RL.4.4)</td>
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<tr>
<td>ii. 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. (CCSS: RL.4.5)</td>
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<tr>
<td>iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)</td>
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<tr>
<td>c. Use Integration of Knowledge and Ideas to:</td>
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<tr>
<td>i. 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. (CCSS: RL.4.7)</td>
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<tr>
<td>ii. 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. (CCSS: RL.4.9)</td>
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<tr>
<td>iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.</td>
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<tr>
<td>d. Use Range of Reading and Complexity of Text to:</td>
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<tr>
<td>i. 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. (CCSS: RL.4.10)</td>
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<tr>
<td>ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)</td>
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#### Relevance and Application:
1. The skills used in reading comprehension transfers to readers’ ability to understand and interpret events.
2. Analyzing character traits supports working relationships in the workplace.
3. It is important to be able to identify conflict and how it occurs and to look for strategies to deal with conflict.
4. Reading with prosody increases comprehension and fluency. These are skills of proficient readers.
5. Use of voice recording software to record, listen to and follow along with words and texts can enhance understanding

#### Nature of Reading, Writing, and Communicating:
1. Readers think about the tone and message of the text. They use the expression to make reading clear.
2. Readers continually monitor their thinking as they read.
3. Readers think about how the setting of a story can completely change how they think about the plot. Readers think about how the story would have been different in a different setting.
**Content Area: Reading, Writing, and Communicating**  
**Standard: 2. Reading for All Purposes**

**Prepared Graduates:**
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**
- 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

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<tr>
<th>Evidence Outcomes</th>
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<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>a. Use Key Ideas and Details to:</td>
<td>1. What does informational text tell readers about themselves, others, and the world?</td>
</tr>
<tr>
<td>i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)</td>
<td>2. How do text features help readers gain information that they need?</td>
</tr>
<tr>
<td>ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)</td>
<td>3. How do readers know if the text is informing them or trying to persuade them?</td>
</tr>
<tr>
<td>iii. 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. (CCSS: RI.4.3)</td>
<td><strong>Relevance and Application:</strong></td>
</tr>
<tr>
<td>iv. Skim materials to develop a general overview of content</td>
<td>1. Announcers read stylized print with appropriate inflection.</td>
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<tr>
<td>v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)</td>
<td>2. Readers interpret the intended message in various genres (such as fables, billboards, Web pages, poetry, and posters).</td>
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<tr>
<td>b. Use Craft and Structure to:</td>
<td>3. Online comprehension strategies differ from those used to comprehend printed text due to non-linear design and the addition of multimedia clues which can greatly distract or aid in understanding.</td>
</tr>
<tr>
<td>i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)</td>
<td><strong>Nature of Reading, Writing, and Communicating:</strong></td>
</tr>
<tr>
<td>ii. 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. (CCSS: RI.4.5)</td>
<td>1. Readers read for enjoyment and information.</td>
</tr>
<tr>
<td>iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)</td>
<td>2. Readers make connections from what they are reading to previous selections within text or other sources.</td>
</tr>
<tr>
<td>iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension</td>
<td>3. When readers analyze well-written paragraphs, they support their writing skills.</td>
</tr>
<tr>
<td>v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information</td>
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</table>
**Prepared Graduates:**
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**
3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

**Evidence Outcomes**

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<th>Students can:</th>
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| a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)  
   i. 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. (CCSS: RF.4.3a)  
   b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  
   i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  
   ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)  
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)  
   c. 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. (CCSS: L.4.4)  
   i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)  
   ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS: L.4.4b)  
   iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness) and word relationships. (CCSS: L.4.4c)  
   iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught  
   v. Read multisyllabic words with and without inflectional and derivational suffixes  
   vi. Infer meaning of words using explanations offered within a text  
   vii. 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. (CCSS: L.4.4d)  
   d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)  
   i. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS: L.4.5a)  
   ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)  
   iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)  
   e. 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). (CCSS: L.4.6)  

**Inquiry Questions:**
1. How can analyzing word structures help readers understand word meanings?
2. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (meaning, meaningful)?
3. Why do root words change their spelling when suffixes are added?

**Relevance and Application:**
1. Changing accent changes the meaning of words (CONtest, conTEST).
2. Voice recording software and tools a iPods provide students opportunity to listen to and record multisyllabic words and text
3. Readers can create new words by adding prefixes and suffixes (such as wood, wooden).
4. The spelling of multisyllabic root words can change when suffixes are added (transfer, transferrable).

**Nature of Reading, Writing, and Communicating:**
1. The ability to notice accent is essential for successful communication.
2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.
Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

Evidence Outcomes

Students can:

a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
c. 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. (CCSS: W.4.6)
d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose

e. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   (CCSS: L.4.3)
   i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
   ii. Choose punctuation for effect. (CCSS: L.4.3b)
   iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)
f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
   i. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)
   ii. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)
   iii. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)
   iv. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)
   v. Form and use prepositional phrases. (CCSS: L.4.1e)
   vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
   vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
   viii. Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)
g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
   i. Use correct capitalization. (CCSS: L.4.2a)
   ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)
   iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)
   iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

21st Century Skills and Readiness Competencies

Inquiry Questions:
1. How is reading actually speech that has been written down?
2. How do writers use technology to support the writing process?
3. How would you find meaning in a piece of writing that used no punctuation?

Relevance and Application:
1. Writers organize reports differently than literary writing.
2. Writers use writing to explore ideas.
3. Proper usage of verbs is important in speaking and writing.
4. Friends and family can sometimes only truly understand your feelings when you use accurate punctuation and spelling.
5. Writers use a range of resources including technology as revising and editing tools.

Nature of Reading, Writing, and Communicating:
1. Writers can edit their own work.
2. Writers use quotation marks in their writing to show dialogue in their work.
Content Area: Reading, Writing, and Communicating  
Standard: 4. Research and Reasoning  

Prepared Graduates:  
- Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Fourth Grade

Concepts and skills students master:  
2. Identifying implications, concepts, and ideas enriches reasoning skills

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<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
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<tr>
<td>a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior</td>
<td>1. What are the implications or what might happen if someone takes action about an issue?</td>
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<tr>
<td>b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)</td>
<td>2. What are the consequences of the action?</td>
</tr>
<tr>
<td>c. Identify the key concepts and ideas they and others use</td>
<td>3. How do students identify key concepts and ideas?</td>
</tr>
<tr>
<td>d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth</td>
<td>4. How do students know they clearly understand the concepts and topics?</td>
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</table>

Relevance and Application:  
1. Concepts and ideas may reflect prior knowledge and experiences.  
2. Presenters are able to clarify what is useful when speaking or writing.  
3. When asked to share ideas, presenters must be precise and share key points so that others will be able to follow their information.  
4. People must ask questions of themselves and of others for the purpose of quality understanding and reasoning.  
5. People who put their thinking or the thinking of a favorite author or researcher aside to entertain other thinking use a fair-minded way to gain understanding.  
6. Good communicators acknowledge that further reading or research can increase their depth of understanding.

Nature of Reading, Writing, and Communicating:  
1. Researchers understand that clear concepts and ideas must be supported with facts.  
2. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.  
3. Good communicators are able to state the issue or concept, elaborate on it, and have an example to clearly express their thinking.