

Grade 4

Foundational Skills

RF.4 Know and apply grade-level phonics and word analysis skills in decoding words.

a. 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.

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, rereading as necessary.

Weeks 1-6

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	<p>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.</p> <p>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.</p>	<p>E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E04.A-C.3.1.1 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.</p>	<ul style="list-style-type: none"> • Compare and contrast theme • Narrative • Genre 	<ul style="list-style-type: none"> - Text Dependent Analysis (TDA) Questions - TRACES - 2 or more grade level pieces of fiction with similar themes (teacher’s choice). 	

<p>Informational Text</p>	<p>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.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> • Cite 	<ul style="list-style-type: none"> • Text Dependent Analysis (TDA) • Traces 	
<p>Writing</p>	<p>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.</p>	<p>E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>E04.C.1.1.2 Provide reasons that are supported by facts and details.</p> <p>E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> • Introduce topic • State opinion • Transition words • Concluding statement 		

Text-Dependent Analysis (TDA)		E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g. another, for example, also, because)	<ul style="list-style-type: none"> • Introducing and closing topics • Organizing ideas 		
Speaking and Listening	<p>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.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<ul style="list-style-type: none"> • Simile • Metaphor • Personification • Onomatopoeia • Hyperbole • Idiom • Alliteration • Word relationships • Synonym/antonym 		
Language	<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>f. Produce complete sentences, recognizing</p>	<p>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> <p>E04.D.1.1.2 Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<ul style="list-style-type: none"> • Progressive verbs • Recognizing complete sentences • Subject-verb agreement 		

	<p>and correcting inappropriate fragments and run-ons.*</p> <p>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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p>			
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Grade 4

Week 7-12

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> • Theme • Summarize a text 		
Informational Text	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>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.</p>	<p>E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>E04.C.1.1.2 Provide reasons that are supported by facts and details.</p> <p>E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>E04.C.1.1.4 Provide a concluding statement or</p>	<ul style="list-style-type: none"> • Main ideas/key details • Summarize text • Introduce topic • Fact/ Opinion • Concluding statement 		

		section related to the opinion presented.			
Writing	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topics.</p> <p>c. Link ideas within categories of information using words and phrases (e.g. another, for example, also, because)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g. "Explain how an author uses</p>	<p>E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.</p> <p>E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • Introduce topic • Facts • Concluding statement • Comprehension • Transition words/phases 		

	reasons and evidence to support particular points in a text”).				
Text-Dependent Analysis (TDA)		<p>E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.</p>	<ul style="list-style-type: none"> • Introducing and closing topics • Organizing ideas 		
Speaking and Listening	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners or grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		<ul style="list-style-type: none"> • Discussion skills • Presentation skills • Listening skills • Ask/answer questions 		
Language	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization,</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts and call for formal English (e.g. presenting ideas) and situations</p>	<p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.</p> <p>E04.D.1.2.4 Spell grade-</p>	<ul style="list-style-type: none"> • Capitalization • Punctuation • Commas • Quotation marks • Coordinating conjunction • Compound sentence • Context clues • Affixes • Root words 		

	<p>where informal discourse is appropriate (e.g. small-group discussion).</p> <p>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.</p> <p>c. 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.</p>	<p>appropriate words correctly.</p> <p>E04.A-V.4.1.1 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>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>			
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Grade 4

Week 13-18

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narratives.	E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	<ul style="list-style-type: none"> • Compare/Contrast • Point of view • Narration • Poetry 	-Fractured Fairytales	
Informational Text	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topics; describe the difference in focus and the information provided. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.	<ul style="list-style-type: none"> • Compare/Contrast • Firsthand/secondhand account • Point of view 		
Writing	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	<ul style="list-style-type: none"> • Introduce a topic • State opinion • Support facts and details • Concluding statement 		

	<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 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].”</p>	<p>E04.C.1.1.2 Provide reasons that are supported by facts and details.</p> <p>E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.</p>			
Text-Dependent Analysis (TDA)		<p>E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.</p>	<ul style="list-style-type: none"> • Introducing and closing topics • Organizing ideas 		
Speaking and Listening	<p>SL. 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</p>		<ul style="list-style-type: none"> • Read-aloud • Visual • Oral 		
Language	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the progressive (e.g. I was</p>	<p>E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their,</p>	<ul style="list-style-type: none"> • Adjectives • Homophones 		

	<p>walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>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.</p>	<p>they're).*</p>			
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Grade 4

Week 19-24

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	<p>RL.4.3 Describe in depth a character, setting or event in a story or drama, drawing on specific details in the texts (e.g. a character’s thoughts, words or actions).</p> <p>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.</p>	<p>E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p>	<ul style="list-style-type: none"> • Headings • Graphics • Charts • Timelines • Diagrams • Character • Setting 		
Informational Text	<p>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.</p>	<p>E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<ul style="list-style-type: none"> • Central idea • Event • Step • Integrate 		
Writing	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event</p>	<p>E04.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; establish a controlling point.</p> <p>E04.C.1.3.2 Use narrative techniques such as dialogue and</p>	<ul style="list-style-type: none"> • Narration • Characters • Point of view • Introduction • Transition words and phrases • Concluding statement • Dialogue 		

	<p>sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>description to develop experiences and events or to show the responses of characters to situations.</p> <p>E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E04.C.1.3.5 Provide a conclusion that follows from the narrated experience or events.</p>			
Text-Dependent Analysis (TDA)		<p>E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g. anther, for example, also, because)</p> <p>E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.</p>	<ul style="list-style-type: none"> • Introducing and closing topics • Organizing ideas 		
Speaking and Listening	<p>SL. 4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>		<ul style="list-style-type: none"> • Cite • Claim 		
Language	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Correctly use frequently confused words (e.g. to, too, two; there, their)</p> <p>L.4.2 Demonstrate command of the conventions of</p>	<p>E04.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p>	<ul style="list-style-type: none"> • Relative pronouns • Relative adverbs 		

	<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages and proverbs.</p>	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>E04.B-V.4.1.1 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>a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph)</p> <p>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</p>			
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Grade 4

Week 25-30

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	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)	E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> Describe character Describe setting Describe events Drama Poetry Specific details 		
Informational 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.	E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none"> Step Procedures Events 		
Writing	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide reasons that are supported by facts and details</p> <p>c. Link opinion and reasons using words and</p>	<p>E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>E04.C.1.1.2 Provide reasons that are supported by facts and details.</p> <p>E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<ul style="list-style-type: none"> Introduce topic State opinion Support facts and details Concluding statement Point of view 		

	<p>phrases (e.g. for instance, in order to, in addition)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>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.</p>	<p>E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.</p>			
Text-Dependent Analysis (TDA)		<p>E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.</p> <p>E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.</p>	<ul style="list-style-type: none"> • Introducing and closing topics • Organizing ideas • Establish situation 		
Speaking and Listening	<p>SL. 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on</p>		<ul style="list-style-type: none"> • Report on topic • Building on ideas • Facts • Main idea • Theme 		

	<p>grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>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.</p>		<ul style="list-style-type: none"> • Speak clearly 		
Language	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.5. Demonstrate</p>	E04.D.1.1.5 Form and use prepositional phrases.	<ul style="list-style-type: none"> • Prepositional phrases 		

	<p>understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>				
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Grade 4

Week 31-36

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	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.	E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	<ul style="list-style-type: none"> • Headings • Graphics • Charts • Timelines • Diagrams • Compare/contrast • Poetry • Stanza 		
Informational Text	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.	E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	<ul style="list-style-type: none"> • Chronological order • Compare/contrast • Cause/effect • Problem/solution 		
Writing	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.</p> <p>E04.D.2.1.2 Choose punctuation for effect.</p> <p>E04.D.2.1.3 Choose words and phrases for effect.</p>	<ul style="list-style-type: none"> • Plan • Revise • Edit • Conduct research • Background knowledge 		

Text-Dependent Analysis (TDA)		E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	<ul style="list-style-type: none"> • Introducing and closing topics • Organizing ideas • Opinion • Inferences 		
Speaking and Listening	<p>SL. 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4 6 Differentiate between contexts that call for formal English when appropriate to task and situation.</p>		<ul style="list-style-type: none"> • Presentation • Main idea • Theme 		
Language	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Form and use prepositional phrases.</p> <p>g. Correctly use frequently confused words (e.g. to, too, two; there, their)</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.</p>	<p>E04.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).</p> <p>E04.D.1.1.2 Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>E04.D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<ul style="list-style-type: none"> • Relative pronouns • Relative adverbs • Progressive verb tense • Modal auxiliaries • Adjectives • Prepositional phrases • Complete sentences • Homophones • Subject-verb agreement • Synonym/antonym 		

	<p>telegraph, photograph, autograph).</p>	<p>E04.D.1.1.5 Form and use prepositional phrases.</p> <p>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> <p>E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*</p> <p>E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly</p>			
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		<p>from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>			
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