**1st Nine Weeks Indicators**

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| **Standards** | **“I Can” Statements** | **Date Introduced** | **Date**  **Assessed** | **Curriculum Materials** |
| R.l. 4.1\* Refer to details and examples in a text when explaining what the text says explicitly *and when drawing inferences from the text.* | II can identify key details in a text.  I can list examples of key details in text. | explicit, inference, predict,  character, details,  event |  |  |
| R.L 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 | I can identify  characters,  setting in a story. | character, trait,  details, event,  Setting, |  |  |
| R.L. 4.4 Determine the meaning of words and phrases as they are used in a text. | I can determine the meaning of words and phrases. | myth, context,  Infer, reference,  Phrase, root word |  |  |
| R.L.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text. | I can connect the written text of a story to the visual. | compare/contrast  description, drama  Illustration, reflect, text, version, visual display, visual presentation |  |  |
| R.L.4.1 Refer to details and examples in a text when explaining what the text says explicitly | I can refer to precise examples when explaining details in a text.  I can explain the difference between information stated in the text and information inferred from the text. | article, details, evidence, explicit, informational, informative text  supporting details  text feature, i.e. title |  |  |
| R.L. 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | I can identify the main idea of a text.  I can explain how details in a text support the main idea. | key detail/idea  main idea  summarize  supporting detail |  |  |
| R.L. 4.4 Determine meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. | I can locate unfamiliar words and phrases found in grade 4 informational text.  I can use context clues, reference materials that give meaning to unfamiliar words and phrases found in grade 4 texts. | context, definition, glossary, paragraph, phrases, text |  |  |
| R.F. 4.3 Know and apply grade level phonics and word analysis skills and decoding  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 or out of context. | I can use letter/sound relationships and syllabication patterns in order to pronounce words in text or alone.  I can use roots and affixes in order to pronounce words in text or alone.  I can memorize syllabication rules and apply. | Context, decode, morphology, multi-syllabic word,, phonics, root word, syllabication pattern |  |  |
| R.F. 4.4 Read with sufficient accuracy and fluency to support comprehension  a. Read on level text with purpose and understanding  b, Read on level prose and poetry orally with accuracy and appropriate rate, and expression  c. Use context to confirm or self correct word recognition and understanding | I can read and study my topic.  I can discuss my topic with confidence with a peer, or teacher.  I can decide when I need to re-read a text to get a deeper understanding of what the text is about. | Accuracy, comprehension, context, expression, fluency, poem/poetry, prose, purpose , rate |  |  |
| S.L.4.1 Engage effectively in a range of collaborative discussion (one-on-one, in group and teacher led) with diverse patterns on grade four topics and texts.  a. Come to discussions prepared having read or studied required materials  b. Follow agreed upon rules for discussions and carry out assigned roles. | I can read and study my topic.  I can discuss with confidence.  I can follow the rules and carry out my assigned parts during a discussion.  I can ask, answer, and explain ideas during discussion. | collaborative discussion, connection, explicit, explain, key idea, idea, summarize,text topics |  |  |
| L4.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.  a.Use correct capitalization  b.Use commas and quotation marks to mark direct speech  c.Use a comma before a coordination conjunction in a compound sentence  d.Spell grade-appropriate words correctly, consulting references when needed | I can use correct capitalization when writing.  I can apply commas and quotation marks correctly when revising text.  I can use a comma before a coordination conjunction in a compound sentence.  I can spell fourth grade words correctly, using references when needed. | capitalization, comma, compound sentence, coordination, conjunction, punctuation, quotation marks, reference material |  |  |
| 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 state of being (e.g. quizzed, whined, stammered) and that are basic to a particularly topic (e.g. wildlife, conservation, and endangered when discussing animal preservation | I can use fourth grade words and phrases to express actions, emotions, and states of being and that are basic to a particular topic. | action, phrases, state of being, topic |  |  |
| W4.3 Write narrative to develop real or imagined experiences or events using effective technique, descriptive, and clear event sequences  a.Use a dialogue and description to develop experiences and events or show the responses of characters to situations.  b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally  c.Use a variety of transitional words and phrases to manage the sequence of events  d.Use concrete words and phrases and sensory details to convey experiences and events precisely | I can compose a personal narrative (real or imaginary) with detailed descriptions of characters.  I can compose with a clear beginning, middle and end using transitional words.  I can use words and phrases that help the reader form mental image (vivid language)as they read my story.  I can write a conclusion that ends my story. | character, conclusion, concrete detail, description, dialogue, event, narrative, narrator, phrase, sequence, technique, transitional |  |  |
| W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | I can compose and organize writing for a particular audience/reason using clear language while staying on topic. | audience, purpose, writing process, writing style |  |  |
| W.4.5 With guidance and support strengthen writing as needed by planning, revising, and editing. | I can edit, delete, or rearrange the order of my sentences to make sure that my writing is organized and clear.  I can use my knowledge of grammar, punctuation, capitalization, and spelling to correct mistakes in my writing. | edit , graphic organizer, plan, revise |  |  |

**2nd Nine Weeks Indicators**

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| **Standards** | **“I Can” Statements** | **Date Introduced** | **Date**  **Assessed** | **Curriculum Materials** |
| R.L4.2 Determine a theme of a story, drama, or poem from details in the text, summarize the text. | I can use details from the text to determine the theme of a poem/story.  I can define, summarize key ideas, theme of drama, story, or poem. | Summarize ,theme ,details, drama,,  poem/poetry,  sequence, sequence of events, text |  |  |
| R.L.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) | I can determine the meaning of words and phrases using various strategies.  I can recognize words and phrases in text that refer to mythology | Mythology, myth, context, infer/inferences, reference, phrase,  root words, text |  |  |
| R.L. 4.3 Explain events, procedure, data or concepts in a historical,  Scientific, or technical text, including what happened and why, based on specific information in the text. | I can explain events, procedures, data, and concepts in an informational text.  I can apply concepts in informational text to explain what happened and why.  I can identify the cause/effect relationship with a historical, scientific, or technical text.. | Article, concept, events, historical text, idea, procedure, scientific text, sequence, supporting detail, technical text |  |  |
| R.L.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. | I can define:  Chronological order (time order), comparison, cause/effect, problem/solution  I can decide which overall structure is used in informational text (e.g. chronology, comparison, cause/effect, problem/solution |  |  |  |
| R.L.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animation, or interactive elements on web pages) | I can examine the charts, graphs, diagrams, time lines, animation, or interactive elements on web pages and discuss how it helps me to understand the text.  I can interpret the charts, graphs, diagrams, etc. And relate them to my understanding of the text. | Animation, chart, diagram, graph, oral presentation, quantitative, time line, visual display |  |  |
| R.F.4.4 Read with sufficient accuracy and fluency to support comprehension  a. Read on-level text with purpose and understanding  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. 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.  d. Review the key ideas expressed and explained their own ideas and understanding in light of the discussion. | I can read and study my topic.  I can discuss my topic with confidence with a peer, peers, or my teacher.  I can follow the rules and carry out my assigned parts during a discussion.  I can ask, answer, and explain during a discussion | Collaborative discussion, connection, explicit, explain,, key data, idea, summarize, text, topic |  |  |
| S.L.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally | I can paraphrase information from a text presented to me in a variety of ways. | Diverse format, diverse media, paraphrase, quantitative, oral presentation, visual display |  |  |
| S.L.4.3 Identify the reasons, and evidence a speaker provides to support particular points |  |  |  |  |
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**3rd Nine Weeks Indicators**

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| **Standards** | **“I Can” Statements** | **Date Introduced** | **Date**  **Assessed** | **Curriculum Materials** |
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**4th Nine Weeks Indicators**

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| **Standards** | **“I Can” Statements** | **Date Introduced** | **Date**  **Assessed** | **Curriculum Materials** |
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