



Danville District No. 118 Fourth Grade English Language Arts Curriculum and Scope and Sequence

Foundational Skills

Standard 1: Phonics and Word Recognition

Standard 2: Fluency

Standard	Anchor Standards	Objectives	Action Plan	Resources
Foundational Skills	Phonics and Word Recognition (RF.4.3)	<p>The student will be able to: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3a) 	Use knowledge of prefixes, suffixes, and roots to analyze and decode multisyllabic words in context and in isolation.	Systematic phonics (Big Words for Big Kids)
	Fluency RF.4.4	<p>The student will be able to: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. (RF.4.4a) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.4.4b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4c) 	<p>Retell story events with accuracy and answer comprehension questions.</p> <p>Accurately read prose, poetry and fluency passages aloud in an expressive and timely manner.</p> <p>Reread stories/poetry to increase accuracy and fluency rates.</p> <p>Demonstrate self-correcting skills when reading a fluency passage.</p>	<p><i>Trophies</i></p> <p>Science and Social Studies textbooks and leveled readers</p> <p>Novels</p> <p>Poetry</p>

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Anchor Standard 1: Key Ideas and Details

Anchor Standard 2: Craft and Structure

Anchor Standard 3: Integration of Knowledge and Ideas

Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Literature	Key Ideas and Details RL.4.1	The student will be able to: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Analyze the text for explicit details and discriminate between information that can be inferred from the details.	<i>Trophies</i>
	Key Ideas and Details RL.4.2	The student will be able to: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Summarize the text using the 5 W and H questions and determine the theme of a story, drama, or poem.	Variety of literature
	Key Ideas and Details RL.4.3	The student will be able to: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Transfer specific details about a character, setting, or event into a graphic organizer.	Graphic organizer: web format
	Craft and	The student will be able to:	Decode words and	Print and online

	Structure 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.	phrases to deduce meaning of a base word as it alludes to other text including mythology.	dictionaries
	Craft and Structure RL.4.5	The student will be able to: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems when writing or speaking about a text.	Distinguish between poems, drama, and prose in both structure and format.	Reader's Theater
	Craft and Structure RL.4.6	The student will be able to: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Use a graphic organizer to compare and contrast different points of view and information. Discuss the focus and informational differences between the two accounts.	Graphic organizer: Venn diagram
	Integration of Knowledge and Ideas RL.4.7	The student will be able to: 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.	List similarities and differences between the text and a visual or oral presentation of the text.	Graphic organizer: T-chart Videos Guest speakers
	Integration of Knowledge and Ideas RL.4.8	The student will be able to: (not applicable to literature)		
	Integration of Knowledge and Ideas RL.4.9	The student will be able to: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Dissect information from various texts with similar themes using a graphic organizer.	Graphic organizer: Venn diagram
	Range of Reading and level of Text Complexity RL. 4.10	The student will be able to: 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.	Independently read and comprehend grade appropriate literature with proficiency.	Accelerated reader

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Anchor Standard 1: Key Ideas and Details

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Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Informational Text	Key Ideas and Details RI.4.1	The student will be able to: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Analyze the text for explicit details and discriminate between information that can be inferred from the details.	HMH: leveled readers (Science/Social Studies)
	Key Ideas and Details RI.4.2	The student will be able to: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Identify the main idea of a text. Explain how key details from the text validate the main idea. Transfer information to a graphic organizer.	Graphic organizer: main idea/details format (concept wheel)
	Key Ideas and Details RI.4.3	The student will be able to: 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.	Design a graphic organizer as it relates to key ideas and details in the text.	Graphic organizer: Timeline Flow Chart
	Craft and Structure	The student will be able to: Determine the meaning of general academic and domain-	Use context clues to determine the meaning	Online and print resources

	RI.4.4	specific words or phrases in a text relevant to grade 4 topic or subject area.	of new words and phrases in a text relevant to grade 4 topics and subject areas.	
	Craft and Structure RI.4.5	The student will be able to: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Utilize graphic organizers such as Venn Diagrams to break down literary elements and informational text components.	Graphic organizer: Timeline Venn diagram T-chart Flow chart Main idea/supporting details
	Craft and Structure RI.4.6	The student will be able to: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Use a graphic organizer to compare and contrast different points of view and information. Discuss the focus and informational differences between the two accounts.	Graphic organizer: Venn diagram
	Integration of Knowledge and Ideas RI.4.7	The student will be able to: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Utilize the visual to clarify the written text or websites with charts, graphs, diagrams, time lines, animations or interactive elements on Web pages.	Web pages Science/ Social Studies text
	Integration of Knowledge and Ideas RI.4.8	The student will be able to: Explain how an author uses reasons and evidence to support particular points in a text.	Outline and identify the author's purpose by locating supporting details.	Graphic organizer: T-chart
	Integration of Knowledge and Ideas RI.4.9	The student will be able to: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Dissect information from various texts with the same topic using a graphic organizer.	Graphic organizer: Venn diagram

			Use information gained to write or speak about the subject.	
	Range of Reading and level of Text Complexity RI.4.10	The student will be able to: By the end of the year, read and comprehend information 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.	Independently read and comprehend grade appropriate information text with proficiency.	Accelerated reader

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Writing

Standard 1: Text Type and Purposes

Standard 2: Production and Distribution of Writing

Standard 3: Research to Build and Present Knowledge

Standard 4: Range of Writing

Standard	Anchor Standards	Objectives	Action Plan	Resources
Writing	Text Types and Purposes W.4.1	<p>The student will be able to: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • 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. (W.4.1a) • Provide reasons that are supported by facts and details. (W.4.1b) • Link opinion and reasons using words and phrases. (W.4.1c) • Provide a concluding statement or section related to the opinion presented. (W.4.1d) 	<p>During mini-lessons, use mentor texts to model various components and texts of opinion writing.</p> <p>Write an opinion piece that introduces a topic, clearly states an opinion, creates an organizational structure, and provides reasons supported with facts and details.</p> <p>Generate ideas on a given topic and state an opinion utilizing a graphic organizer.</p>	<p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			<p>Create an introduction that includes the writer's opinion.</p> <p>Correctly link opinions and reasons using factual words and phrases.</p> <p>Write a concluding statement supporting the opinion presented.</p>	
	Text Types and Purposes W.4.2	<p>The student will be able to: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. (W.4.2a) • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b) • Link ideas within categories of information using words and phrases. (W.4.2c) • Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2d) • Provide a concluding statement or section related to the information or explanation presented. (W.4.2e) 	<p>During mini-lessons, use mentor texts to model various components and texts of informative/explanatory writing.</p> <p>Review student notes and graphic organizers to compose writing to inform and explain.</p> <p>Write informative/explanatory pieces that introduce a topic clearly and group related information in paragraphs.</p>	<p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>
	Text Types and Purposes W.4.3	<p>The student will be able to: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds 	<p>During mini-lessons, use mentor texts to model various components and texts of narrative writing.</p> <p>Utilize graphic organize</p>	<p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p>

		<p>naturally. (W.4.3a)</p> <ul style="list-style-type: none"> • Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3b) • Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3c) • Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3d) • Provide a conclusion that follows from the narrated experiences and events. (W.4.3e) 	<p>to create a plan for writing. Develop narrative pieces to develop real or imagined experiences or events using descriptive details and clear sequence</p>	<p>Mentor texts</p>
	<p>Production and Distribution of Writing W.4.4</p>	<p>The student will be able to: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Teacher models/guides students to organize and produce writing specific to genre and audience</p>	<p>Exemplars: Appendix C – CCSS An array of student samples</p>
	<p>Production and Distribution of Writing W.4.5</p>	<p>The student will be able to: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>After conferring with adults and peers, students use feedback to revise and edit writing.</p>	<p>District writing resource binder</p>
	<p>Production and Distribution of Writing W.4.6</p>	<p>The student will be able to: 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>Collaborate with peers on incorporating technology in writing</p> <p>Using computers students will produce and publish a minimum of one page of writing in a single setting.</p> <p>Using technology, students will interact and respond to each other's work.</p>	<p>Laptops www.edmodo.com www.kidblog.com Computer lab ENO board</p>
	<p>Research to Build and Present</p>	<p>The student will be able to: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Produce a report including several aspects of a topic using multiple</p>	<p>Library Internet</p>

	Knowledge W.4.7		resources	Exemplars: Appendix C of CCSS An array of student samples
	Research to Build and Present Knowledge W.4.8	The student will be able to: 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.	Identify key elements and examine author's claims by marking the text for relevant information. Use graphic organizers to take notes and categorize information. List resources used in research.	Graphic organizers
	Research to Build and Present Knowledge W.4.9	The student will be able to: Draw evidence from literary or informational text to support analysis, reflection, and research. <ul style="list-style-type: none"> • Apply grade 4 Reading standards to literature. (W.4.9a) • Apply grade 4 Reading standards to informational texts. (W.4.9b) 	Students will examine literary and informational text structure and mark text to identify key information	Graphic organizers
	Range of Writing W.4.10	The student will be able to: Write routinely over extended time frames for a range of discipline-specific tasks, purposes,, and audiences.	Construct writing for specified focus, purpose, and audience Maintain journal writing on a regular basis	Journals Graphic organizers www.edmodo.com www.kidblog.com District writing resource binder

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Language

Standard 1: Conventions of Standard English

Standard 2: Vocabulary Acquisition and Use

Standard	Anchor Standards	Objectives	Action Plan	Resources
Language	Conventions of Standard English L.4.1	<p>The student will be able to: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns. (L.4.1 a) • Form and use the progressive verb tenses. (L.4.1 b) • Use modal auxiliaries to convey various conditions. (L.4.1 c) • Order adjectives within sentences according to conventional patters. (L.4.1 d) • Form and use prepositional phrases. (L.4.1 e) • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1 f) • Correctly use frequently confused words. (L.4.1 g) 	<p>Identify and correctly use relative pronouns, progressive verb tenses, modal auxiliaries, adjectives according to conventional patterns, prepositional phrases.</p> <p>Produce complete sentences and edit fragments and run-ons.</p> <p>Apply rules to use frequently confused words.</p>	<p><i>Trophies</i></p> <p>Mentor texts</p> <p>ENO board</p>
	Conventions of Standard English L.4.2	<p>The student will be able to: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. (L.4.2 a) • Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2 b) 	<p>Utilize spelling, capitalization, and punctuation conventions when writing, revising and editing text.</p>	<p>Student-published work</p> <p>Exemplars: Appendix C – CCSS</p> <p>An array of student</p>

		<ul style="list-style-type: none"> • Use a comma before a coordinating conjunction in a compound sentence. (L.4.2c) • Spell grade-appropriate words correctly, consulting references as needed. (L.4.2d) 		<p>samples Six Traits</p> <p>District writing resource binder</p>
	<p>Knowledge of Language L.4.3</p>	<p>The student will be able to: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. (L.4.3a) • Choose punctuation for effect. (L.4.3b) • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (L.4.3c) 	<p>Utilize fluency techniques including voice intonation, word choice, and punctuation in oral and written work.</p>	<p>Graphic organizers</p> <p>Six Traits</p>
	<p>Vocabulary Acquisition and Use L.4.4</p>	<p>The student will be able to: 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> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. (L.4.4a) • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (L.4.4b) • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4c) 	<p>Determine word meaning from context clues.</p> <p>Determine multiple meaning of words using roots and affixes.</p> <p>Utilize reference materials and technology to accurately pronounce and determine the meaning of key words and phrases.</p>	<p>Print or online dictionaries</p> <p>HMH robust vocabulary</p>
	<p>Vocabulary Acquisition and Use L.4.5</p>	<p>The student will be able to: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors in context. (L.4.5a) • Recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5b) • Demonstrate understanding of words by relating 	<p>Explain the meaning of simple similes and metaphors using a given context.</p> <p>Identify and explain the meaning of common idioms, adages, and</p>	<p>Mentor texts</p> <p><i>Trophies</i></p>

		them to their opposites and to words with similar but not identical meanings. (L.4.5c)	proverbs. Apply figurative language to writing.	
	Vocabulary Acquisition and Use L.4.6	The student will be able to: 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 and that are basic to a particular topic.	Utilize grade-appropriate vocabulary throughout the curriculum in discussions, presentations, and published writing.	Online and print dictionaries HMH robust vocabulary Variety of informational text and literature

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Speaking and Listening

Standard 1: Comprehension and Collaboration

Standard 2: Presentation of Knowledge and Ideas

Standard	Anchor Standards	Objectives	Action Plan	Resources
Speaking and Listening	Comprehension and Collaboration SL.4.1	<p>The student will be able to: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • 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. (SL.4.1a) • Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1b) • 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. (SL.4.1c) • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1d) 	<p>Actively participate in collaborative discussions about text using prior knowledge and text.</p> <p>Apply predetermined rules and roles during discussion.</p> <p>Generate additional questions and thoughts based on the ideas of other participants.</p> <p>Summarize the key ideas presented in the group discussion by all participants.</p>	<p><i>Trophies</i></p> <p>Science and Social Studies textbooks and leveled readers</p>
	Comprehension and Collaboration	<p>The student will be able to: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,</p>	<p>Retell information from text read aloud and diverse media and</p>	<p>Supplemental materials</p>

	SL.4.2	quantitatively, and orally.	formats.	
	Comprehension and Collaboration SL.4.3	The student will be able to: Identify the reasons and evidence a speaker provides to support particular points.	State details that support a speaker's point of view.	Cornell notes
	Presentation of Knowledge and Ideas SL.4.4	The student will be able to: 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.	Present information orally providing facts that support the topic in an organized manner. Speak clearly and audibly using an appropriate pace.	PowerPoint
	Presentation of Knowledge and Ideas SL.4.5	The student will be able to: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Utilize audiovisual equipment to support main idea or themes.	Audiovisual equipment
	Presentation of Knowledge and Ideas SL.4.6	The student will be able to: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	Apply conventions used in formal English in appropriate contexts.	Supplemental materials: current events Online resources