

Fourth Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p>FOUNDATIONAL SKILLS</p> <p>Spelling and Word Work</p>	<p>CCL.1.4.D * Know and apply grade-level phonics and word analysis skills in decoding words. •Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p>	<p>Prefixes: re, pre, in, un, dis, mis, non</p> <p>Suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment</p>	<p>Multiple meaning words</p> <p>Synonyms/Antonyms</p> <p>Affixes</p> <p>Word analysis skills</p>	<p>Including, but not limited to:</p> <p>Weekly/Cycle spelling test/sort</p> <p>Teacher made assessments</p> <p>Running records</p> <p>Student writing</p>	<p>Including, but not limited to:</p> <p>Developmental Spelling Lists</p> <p>StoryTown Spelling Lists</p> <p>Guided/Leveled Readers</p>
<p>Fluency</p>	<p>CCL.1.4.E * Reading with accuracy and fluency to support comprehension •Read on-level text with purpose and understanding. •Read on level text orally with accuracy, appropriate rate, and expression on successive readings. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>Accuracy</p> <p>Pace</p> <p>Reading rate</p> <p>Phrasing</p> <p>Intonation</p> <p>Expression</p>	<p>Including, but not limited to:</p> <p>Running records</p> <p>Readers' Theater rubrics</p> <p>Teacher feedback</p> <p>Peer feedback</p> <p>Self-assessment</p>	<p>Readers' Theater</p> <p>Poetry</p> <p>StoryTown Student Anthology Stories</p> <p>Content Area Reading</p>

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING INFORMATIONAL TEXT	CC.1.2.4.B * Refer to details and examples in text to support what the text says explicitly and make inferences.	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.	Compare/Contrast	Including, but not limited to:	Including, but not limited to:
	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.	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.	Sequence	StoryTown Comprehension Skill/Strategy Vocabulary Tests	StoryTown Themes 1-6
	CC.1.2.4.F * Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.	Figurative Language	AR Quizzes Teacher selected comprehension assessments	Select Paired Selections Novels
	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 flexibly from a range of strategies and tools.	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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text.		Grade level report card assessments	Guided/Leveled Readers
	CC.1.2.4.L * Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.			Student Projects with rubrics Grade level chosen District Performance Task (1 per semester) Other assessments as determined by grade level team	Content Area Reading

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING LITERATURE	CC.1.3.4.B * Cite relevant details from text to support what the text says explicitly and make inferences.	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.	Character Traits and Motivation	Including, but not limited to:	Including, but not limited to:
	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.	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.	Compare/Contrast Plot: Character/Setting Conflict/Resolution	From StoryTown Comprehension Skill/Strategy Vocabulary Tests AR Quizzes	Select from StoryTown Themes 1-6 Select Paired Selections
	CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.	E04.A-C.2.1.1 Compare and contrast the point of view from which different stories, drama or poems are narrated, including the difference between first- and third-person narrations.	Sequence Figurative Language	Teacher selected comprehension assessments	Novels
	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.			Grade level report card assessments	Guided/Leveled Readers/ Content Area Reading
	CC.1.3.4.F * Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.		Student Projects with rubrics Grade level chosen District Performance Task (1 per semester) Other assessments as determined by grade level team	

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READING LITERATURE Continued Page 2	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.				
	CC.1.3.4.H * Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, dramas, poems, myths, and traditional literature from different cultures.			
	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 flexibly from a range of strategies and tools.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word .			
	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.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.			
	CC.1.3.4.K * Read and comprehend literary fiction on grade level, reading independently, and proficiently.				

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
WRITING	CC.1.4.4.M Write narratives to develop real or imagined experiences or events.		Building a Writing Community	Including, but not limited to:	Including, but not limited to:
	CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	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.	The Writing Process Narrative writing structure Sequence of events	Writing Conference	<i>Being a Writer Units:</i>
	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.	E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.	Sensory details Transitional words Sentence capitalization and punctuation. Relative pronouns and adverbs	Teacher selected writing samples StoryTown grammar tests	Unit 1-The Writing Community Unit 2-The Writing Process
	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.	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. E04.C.1.3.3 Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	Modal auxiliaries Subject-verb agreement Pronoun-antecedent agreement Coordinating conjunctions in compound sentences Dialogue	Grade level report card assessments Student writing	Unit 3-Personal Narrative <i>Handwriting without Tears</i>
	CC.1.4.4.Q Choose words and phrases to convey ideas precisely.	E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E04.D.2.1.1 Choose words and phrases to convey ideas precisely. E04.D.2.1.2 Choose punctuation for effect. E04.D.2.1.3 Choose words and phrases for effect.	Progressive verb tense Adjectives Prepositional Phrases Comma use and quotation marks	Self and peer assessments	StoryTown Themes 1-6

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WRITING Continued Page 2	CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E04.D.1.1.1 Use relative pronouns and relative adverbs. E04.D.1.1.2 Form and use the progressive verb tenses. E04.D.1.1.3 Use modal auxiliaries to convey various conditions. E04.D.1.1.4 Order adjectives within sentences according to conventional patterns. E04.D.1.1.5 Form and use prepositional phrases. E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences E04.D.1.1.7 Correctly use frequently confused words. E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E04.D.1.2.1 Use correct capitalization. E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text. E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly.			
	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.				
	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 some 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 sitting.				
	CC.1.4.4.X* Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.				

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CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
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.	Discussion skills	Including, but not limited to:	Including, but not limited to:
	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.	Presentation skills	Rubrics	Select from StoryTown Themes 1-6
	CC.1.5.4.C * Identify the reasons and evidence a speaker provides to support particular points.	Retell/Paraphrase/Summarize	Peer feedback	Select Paired Selections
	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.	Ask questions	Self-assessments	Novels
	CC.1.5.4.E * Differentiate between contexts that require formal English versus informal situations.	Listening skills	<i>Being A Writer</i> Social Skills Assessment	Guided/Leveled Readers
	CC.1.5.4.F * Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Use of technology	<i>Being A Writer</i> Class Assessment	Readers' Theater
	CC.1.5.4.G * Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.			Content Area Reading

Fourth Grade ELA Curriculum Map Trimester #2

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
FOUNDATIONAL SKILLS Spelling and Word Work	CC1.1.4.D * Know and apply grade-level phonics and word analysis skills in decoding words. •Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Prefixes: re, pre, in, un, dis, mis, non Suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment	Multiple meaning words Synonyms/Antonyms Affixes Word analysis skills	Including, but not limited to: Weekly/Cycle spelling test/sort Teacher made assessments Running records Student writing	Including, but not limited to: Developmental Spelling Lists StoryTown Spelling Lists Guided/Leveled Readers
Fluency	CC1.1.4.E * Reading with accuracy and fluency to support comprehension. •Read on-level text with purpose and understanding. •Read on level text orally with accuracy, appropriate rate, and expression on successive readings. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Accuracy Pace Reading rate Phrasing Intonation Expression	Including, but not limited to: Running records Readers' Theater rubrics Teacher feedback Peer feedback Self-assessment	Readers' Theater Poetry StoryTown Student Anthology Stories Content Area Reading

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING INFORMATIONAL TEXT	CC.1.2.4.A * Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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.	Main Idea and Details	Including, but not limited to:	Including, but not limited to:
	CC.1.2.4.B * Refer to details and examples in text to support what the text says explicitly and make inferences.	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.	Author's Purpose and Perspective	From StoryTown Comprehension Skill/Strategy Vocabulary Tests	StoryTown Themes 1-6 Select Paired Selections
	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.	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.	Figurative Language	AR Quizzes	Novels
	CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.	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.	Cause and Effect	Teacher selected comprehension assessments	Guided/Leveled Readers
	CC.1.2.4.E * Use text structure to interpret information.	E04.B.C.2.1.2 Describe the overall structure (ex. Chronology, comparison, cause/effect, problem/solution) of events, idea, concepts, or information and text features in a text or part of a text.	Draw Conclusions	Grade level report card assessments	Content Area Reading
	CC.1.2.4.F * Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.		Student Projects with rubrics Grade level chosen District Performance Task (1 per semester) Other assessments as determined by grade level team	

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<p>READING INFORMATIONAL TEXT</p> <p>Continued</p> <p>Page 2</p>	<p>CC.1.2.4.G * Interpret various presentations of information within a text or digital source or explain how the information contributes to an understanding of text in which it appears.</p>	<p>E04.B-C.3.1.3 Interpret text features (ex. Headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p>			
	<p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a 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>			
	<p>CC.1.2.4.I * Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p>	<p>E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge. E04.B-C.3.1.3 Interpret text features (ex. Headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p>			
	<p>CC.1.2.4.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.</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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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>			
	<p>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 flexibly from a range of strategies and tools.</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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</p>			
	<p>CC.1.2.4.L * Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>				

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING LITERATURE	CC.1.3.4.A Determine a theme of a text 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.	Main Idea and Details	Including, but not limited to: From StoryTown Comprehension Skill/Strategy Vocabulary Tests AR Quizzes Teacher selected comprehension assessments Grade level report card assessments Student Projects with rubrics Grade level chosen District Performance Task (1 per semester) Other assessments as determined by grade level team	Including, but not limited to: StoryTown Themes 1-6 Select Paired Selections Novels Guided/Leveled Readers Content Area Reading
	CC.1.3.4.B * Cite relevant details from text to support what the text says explicitly and make inferences.*	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.	Author's Purpose and Perspective		
	CC.1.3.4.F * Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.	Figurative Language Cause and Effect Draw Conclusions Theme		
	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.				
	CC.1.3.4.H * Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, dramas, poems, myths, and traditional literature from different cultures.			
	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 flexibly from a range of strategies and tools.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word .			

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READING LITERATURE Continued Page 2	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.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.			
	CC.1.3.4.K* Read and comprehend literary fiction on grade level, reading independently, and proficiently.				

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
WRITING	CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		Fiction writing structure Expository Nonfiction writing structure	Including, but not limited to: Writing Conference	Including, but not limited to: <i>Being a Writer Units:</i>
	CC.1.4.4.B Identify and introduce the topic clearly.	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. E04.E.1.1.1 Introduce texts for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	Functional writing structure Paragraph development Concluding statements Sentence capitalization and punctuation.	Teacher selected writing samples StoryTown grammar tests	Unit 4-Fiction Writing Unit 5-Expository Nonfiction
	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.	E04.C.1.2.2 Develop the topic with facts, definitions, concrete examples, quotations, or other information and examples related to the text. E04.E.1.1.2 Develop the analysis using a variety of evidence from the text to support claims, opinions, and inferences.	Relative pronouns and adverbs Modal auxiliaries	Teacher made assessments Grade level report card assessments	Unit 6-Functional Writing
	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.	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. E04.C.1.2.3 Link ideas within categories of information using words and phrases. E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented. E04.E.1.1.1 Introduce texts for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. E04.E.1.1.3 Link ideas within categories of information using words and phrases. E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.	Subject-verb agreement Pronoun-antecedent agreement Coordinating conjunctions in compound sentences Dialogue Progressive verb tense Adjectives Prepositional Phrases Comma use and quotation marks	Student writing Self and peer assessments	<i>Handwriting without Tears</i> StoryTown Themes 1-6

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<p>WRITING</p> <p>Continued</p> <p>Page 2</p>	<p>CC.1.4.4.E Use precise language and domain specific vocabulary to inform about or explain the topic.</p>	<p>E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.D.2.1.1 Choose words and phrases to convey ideas precisely. E04.D.2.1.2 Choose punctuation for effect. E04.D.2.1.3 Choose words and phrases for effect. E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>			
	<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E04.D.1.1.1 Use relative pronouns and relative adverbs. E04.D.1.1.2 Form and use the progressive verb tenses. E04.D.1.1.3 Use modal auxiliaries to convey various conditions. E04.D.1.1.4 Order adjectives within sentences according to conventional patterns. E04.D.1.1.5 Form and use prepositional phrases. E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences E04.D.1.1.7 Correctly use frequently confused words. E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E04.D.1.2.1 Use correct capitalization. E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text. E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly.</p>			
	<p>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.</p>				

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WRITING Continued Page 3	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 some 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 sitting.				
	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 relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				
	CC.1.4.4.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.				

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CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
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.	Discussion skills	Including, but not limited to:	Including, but not limited to:
	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.	Presentation skills	Rubrics	Select from StoryTown Themes 1-6
	CC.1.5.4.C * Identify the reasons and evidence a speaker provides to support particular points.	Retell/Paraphrase/Summarize	Peer feedback	Select Paired Selections
	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.	Ask questions	Self-assessments	Novels
	CC.1.5.4.E * Differentiate between contexts that require formal English versus informal situations.	Listening skills	<i>Being A Writer</i> Social Skills Assessment	Guided/ Leveled Readers
	CC.1.5.4.F * Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Use of technology	<i>Being A Writer</i> Class Assessment	Readers' Theater
	CC.1.5.4.G * Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.			Content Area Reading

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Fourth Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
FOUNDATIONAL SKILLS Spelling and Word Work	CC1.1.4.D * Know and apply grade-level phonics and word analysis skills in decoding words. •Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Prefixes: re, pre, in, un, dis, mis, non Suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment	Multiple meaning words Synonyms/Antonyms Affixes Word analysis skills	Including, but not limited to: Weekly/Cycle spelling test/sort Teacher made assessments Running records Student writing	Including, but not limited to: Developmental Spelling Lists StoryTown Spelling Lists Guided/Leveled Readers
Fluency	CC1.1.4.E * Reading with accuracy and fluency to support comprehension. •Read on-level text with purpose and understanding. •Read on level text orally with accuracy, appropriate rate, and expression on successive readings. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Accuracy Pace Reading rate Phrasing Intonation Expression	Including, but not limited to: Running records Readers' Theater rubrics Teacher feedback Peer feedback Self-assessment	Readers' Theater Poetry StoryTown Student Anthology Stories Content Area Reading

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING INFORMATIONAL TEXT	CC.1.2.4.A * Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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.	Main Idea and Details	Including, but not limited to:	Including, but not limited to:
	CC.1.2.4.B * Refer to details and examples in text to support what the text says explicitly and make inferences.	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.	Author's Purpose and Perspective	From StoryTown Comprehension Skill/Strategy Vocabulary Tests	StoryTown Themes 1-6 Select Paired Selections
	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.	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.	Figurative Language	AR Quizzes	Novels
	CC.1.2.4.E * Use text structure to interpret information.*	E04.B.C.2.1.2 Describe the overall structure (ex. Chronology, comparison, cause/effect, problem/solution) of events, idea, concepts, or information and text features in a text or part of a text.	Cause and Effect Draw Conclusions	Teacher selected comprehension assessments	Guided/Leveled Readers
	CC.1.2.4.F * Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.		Grade level report card assessments Student Projects with rubrics Grade level chosen District Performance Task (1 per semester) Other assessments as determined by grade level team	Content Area Reading
	CC.1.2.4.G * Interpret various presentations of information within a text or digital source or explain how the information contributes to an understanding of text in which it appears.	E04.B-C.3.1.3 Interpret text features (ex. Headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.			

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READING INFORMATIONAL TEXT Continued Page 2	CC.1.2.4.I * Integrate information from two texts on the same topic to demonstrate understanding of that topic.	E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge. E04.B-C.3.1.3 Interpret text features (ex. Headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.			
	CC.1.2.4.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.	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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.			
	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 flexibly from a range of strategies and tools.	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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words or phrases used in a text.			
	CC.1.2.4.L * Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.				

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING LITERATURE	CC.1.3.4.B * Cite relevant details from text to support what the text says explicitly and make inferences.	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.	Main Idea and Details Author’s Purpose and Perspective Figurative Language Cause and Effect Draw Conclusions Theme	Including, but not limited to: From StoryTown Comprehension Skill/Strategy Vocabulary Tests AR Quizzes Teacher selected comprehension assessments Grade level report card assessments Student Projects with rubrics Grade level chosen District Performance Task (1 per semester) Other assessments as determined by grade level team	Including, but not limited to: StoryTown Themes 1-6 Select Paired Selections Novels Guided/Leveled Readers Content Area Reading
	CC.1.3.4.F * Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.			
	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.				
	CC.1.3.4.H * Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, dramas, poems, myths, and traditional literature from different cultures.			
	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 flexibly from a range of strategies and tools.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word .			

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READING LITERATURE Continued Page 2	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.	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. a. Use context as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.			
	CC.1.3.4.K * Read and comprehend literary fiction on grade level, reading independently, and proficiently.				

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
WRITING	CC.1.4.4.G Write opinion pieces on topics and texts.			Including, but not limited to:	Including, but not limited to:
	CC.1.4.4.H Introduce the topic and state an opinion on the topic.	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. E04.E.1.1.1 Introduce text for the intended audience, state a topic, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Poetry writing structure Persuasive writing structure Opinion statements Paragraph development Concluding statements	Writing Conference Teacher selected writing samples	<i>Being a Writer</i> Units: Unit 7-Poetry
	CC.1.4.4.I Provide reasons that are supported by facts and details	E04.C.1.1.2 Provide reasons that are supported by facts and details. E04.E.1.1.2 Develop the analysis using a variety of evidence from text to support claims, opinions, and inferences.	Sentence capitalization and punctuation. Relative pronouns and adverbs	StoryTown grammar tests Teacher made assessments	Unit 9-Persuasive Writing Unit 8-Revisiting
	CC.1.4.4.J Create and 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.	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. E04.C.1.1.3 Link an opinion and reasons using words and phrases. E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented. E04.E.1.1.1 Introduce text for the intended audience, state a topic, and create an organizational structure in which related ideas are grouped to support the writer's purpose. E04.E.1.1.3 Link ideas within categories of information using words and phrases. E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.	Modal auxiliaries Subject-verb agreement Pronoun-antecedent agreement Coordinating conjunctions in compound sentences Dialogue Progressive verb tense Adjectives Prepositional Phrases	Grade level report card assessments Student writing Self and peer assessments	<i>Handwriting without Tears</i> StoryTown Themes 1-6
	CC.1.4.4.K Choose words and phrases to convey ideas precisely.	E04.D.2.1.1 Choose words and phrased to convey ideas precisely. E04.D.2.1.2 Choose punctuation for effect. E04.D.2.1.3 Choose words and phrases for effect.	Comma use and quotation marks		

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WRITING Continued Page 2		E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.			
	CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E04.D.1.1.1 Use relative pronouns and relative adverbs. E04.D.1.1.2 Form and use the progressive verb tenses. E04.D.1.1.3 Use modal auxiliaries to convey various conditions. E04.D.1.1.4 Order adjectives within sentences according to conventional patterns. E04.D.1.1.5 Form and use prepositional phrases. E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences E04.D.1.1.7 Correctly use frequently confused words. E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E04.D.1.2.1 Use correct capitalization. E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text. E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly.			
	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				
	CC.1.4.4.T * With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				

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WRITING Continued Page 3	CC.1.4.4.U * With some 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 sitting.				
	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 relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				
	CC.1.4.4.X * Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.				

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CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
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.	Discussion skills	Including, but not limited to:	Including, but not limited to:
	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.	Presentation skills	Rubrics	Select from StoryTown Themes 1-6
	CC.1.5.4.C * Identify the reasons and evidence a speaker provides to support particular points.	Retell/Paraphrase/Summarize	Peer feedback	Select Paired Selections
	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.	Ask questions	Self-assessments	Novels
	CC.1.5.4.E * Differentiate between contexts that require formal English versus informal situations.	Listening skills	<i>Being A Writer</i> Social Skills Assessment	Guided/ Leveled Readers
	CC.1.5.4.F * Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Use of technology	<i>Being A Writer</i> Class Assessment	Readers' Theater
	CC.1.5.4.G * Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.			Content Area Reading

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