

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 4	UNITS #1-5
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Unit 1 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Explain what a text explicitly states.	RL.4.1; RI.4.1	Read aloud, mini-lesson
2	Draw inferences from a text referring to details and examples.	RL.4.1; RI.4.1	Read aloud, mini-lesson
3	Identify the theme of the story, drama, or poem using details from the text.	RL.4.2	Mini-lesson, independent reading
4	Describe in depth a character using direct quotations and evidence from literature.	RL.4.3	Mini-lesson, modeling, independent reading, Readers' Notebook
5	Explain the major differences between poems, drama, and prose.	RL.4.5	Mini-lesson, graphic organizer, Reader's Notebook
6	Analyze the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.	RL.4.5	Mini-lesson, small group
7	Analyze the structural elements of drama (e.g., setting, descriptions, stage directions) when writing or speaking about a text.	RL.4.5	Mini-lesson, small group

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8	Compare and contrast the points of view of a first person narrative versus a third person narrative.	RL.4.6	Graphic organizer, Reader's Notebook
9	Determine the main idea of grade level text.	RI.4.2	Independent reading, partner reading
10	Explain how key details from the text support the main idea.	RI.4.2	Interactive reading, Reader's Notebook
11	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	RF.4.3.a	Literacy center, Word study
12	Read grade-level text with purpose and understanding.	RF.4.4.a	Independent reading, interactive reading
13	Read prose and poetry with fluency and expression.	RF.4.4.b	Interactive reading, partner reading
14	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c	Independent reading, conferencing, small group
15	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis).	W.4.1.a	Mini-lesson, modeling

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16	State reasons that support the thesis statement (reference text when appropriate).	W.4.1.b	Mini-lesson, modeling
17	Develop a narrative including an introduction of a narrator and/or characters.	W.4.3.a	Mini-lesson, independent writing, conferencing
18	Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.	W.4.3.b,e	Mini-lesson, graphic organizer, modeling
19	Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.	W.4.4	Independent writing, conferencing
20	With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.	W.4.5	Independent writing, conferencing, peer editing
21	Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences.	W.4.10	Writer's Notebook
22	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a	Peer work, partner reading
23	Identify various roles and follow agreed-upon rules in small and whole group discussions.	SL.4.1.b	Literature Circles, small group
24	Paraphrase portions of a text read aloud or from information presented in diverse media and formats, including visually, quantitatively and orally.	SL.4.2	Read aloud, turn and talk

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25	Construct complete sentences.	L.4.1.f	Independent writing, literacy center
26	Recognize and correct inappropriate sentence fragments and run-ons.	L.4.1.f	Peer editing, literacy center
27	Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.	L.4.2.a,b,d	Independent writing, peer editing, conferencing
28	Identify the antonym (e.g., energetic-tired) and synonym (e.g., hungry-famished) of words.	L.4.5.c	Word study, literacy center

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Code #	Common Core State Standards
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.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).
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.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RF.4.3	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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W.4.1	<p>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 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>
W.4.3	<p>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 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>e. Provide a conclusion that follows from the narrated experiences or events.</p>
W.4.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
W.4.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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SL.4.1	<p>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>
SL.4.2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
L.4.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
L.4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
L.4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. 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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Unit 2 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1; RI.4.1	Read aloud, mini-lesson
2	Refer to details and examples in a text when drawing inferences from the text.	RL.4.1; RI.4.1	Read aloud, mini-lesson
3	Determine the theme of a story, drama, or poem from details in the text.	RL.4.2	Independent reading, Reader's Notebook
4	Summarize the text of a story, drama, or poem using from details from the text.	RL.4.2	Interactive reading, graphic organizer
5	Determine the main idea of a text.	RI.4.2	Independent reading, Reader's Notebook
6	Explain how the main idea is supported by key details in the text.	RI.4.2	Partner reading, turn and talk
7	Summarize a text, referring to the main idea and key details.	RI.4.2	Mini-lesson, turn and talk
8	Explain events in historical text including what happened and why, based on specific information in the text.	RI.4.3	Mini-lesson, modeling
9	Determine meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4	Read aloud, turn and talk
10	Determine meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4	Read aloud, turn and talk

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11	Compare and contrast a firsthand and a secondhand account of the same event or topic.	RI.4.6	Graphic organizer, Reader's Notebook
12	Describe the differences in focus and the information provided in a firsthand and a secondhand account of the same event or topic.	RI.4.6	Mini-lesson, modeling
13	Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.	RF.4.3.a	Word study, literacy center
14	Use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.4.3.a	Vocabulary, word study
15	Read grade-level text with purpose and understanding.	RF.4.4.a	Interactive reading
16	Read grade-level prose and poetry orally with accuracy, rate, and expression.	RF.4.4.b	Interactive reading, partner reading
17	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c	Small group, Guided Reading
18	When writing, introduce a topic clearly and group related information in paragraphs and sections.	W.4.2.a	Mini-lesson, independent writing
19	When writing, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.4.2.a	Mini-lesson, independent writing
20	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2.b	Modeling, independent writing

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21	Provide a concluding statement or section related to the information or explanation presented when writing a piece	W.4.2.e	Modeling, peer editing
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10	Independent writing
23	Write routinely over extended shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10	Independent writing, Reader's Notebook
24	Pose and respond to specific questions to clarify or follow up on information, in one-on one discussion and group discussions and link to the remarks of others.	SL.4.1.c	Conferencing, turn and talk, peer sharing
25	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2	Mini-lesson, partner work
26	Spell grade-appropriate words correctly when writing.	L.4.2.d	Spelling, literacy center
27	Consult references as needed when spelling grade 4 words.	L.4.2.d	Media center, computer, spelling, literacy center
28	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L.4.4.a	Word study, dictionary

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29	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).	L.4.4.a	Peer sharing, word study, literacy center
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Code #	Common Core State Standards
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>
RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W.4.2	<p>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 topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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SL.4.1	<p>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>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.</p>
SL.4.2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
L.4.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>
L.4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
L.4.4	<p>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>
L.4.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

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Unit 3 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1	Independent reading, Reader's Notebook
2	Refer to details and examples in a text when drawing inferences from the text.	RI.4.1	Independent reading
3	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2	Read aloud
4	Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.4.3	Mini-lesson, read aloud
5	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).	RL.4.4	Mini-lesson, read aloud
6	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.	RL.4.7	Mini-lesson, modeling
7	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).	RL.4.9	Graphic organizer
8	Summarize a text, referring to the main idea and key details.	RI.4.2	Reader's Notebook, partner work
9	Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text.	RI.4.3	Content area text

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10	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	RI.4.4	Partner work
11	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.	RI.4.5	Mini-lesson, modeling
12	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	RF.4.3.a	Word study, literacy center
13	Read grade-level text with purpose and understanding.	RF.4.4.a	Partner reading
14	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4.b	Partner reading, interactive reading, small group
15	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c	Guided Reading, independent reading
16	Write a narrative creating an introduction that introduces a narrator and/or character.	W.4.3.a	Mini-lesson, independent writing
17	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	W.4.3.b	Modeling, independent writing
18	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.	W.4.3.c	Modeling, independent writing

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19	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.	W.4.3.d	Partner work, partner editing
20	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using providing a conclusion that follows naturally from the sequence of events to produce a written narrative.	W.4.3.e	Modeling, conferencing
21	Apply <i>grade 4 Reading standards</i> 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].”).	W.4.9.a	Mini-lesson, read aloud
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	W.4.10	Independent writing
23	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	W.4.10	Reader’s Notebook, Writer’s Notebook
24	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a	Partner work
25	Identify various roles and follow agreed-upon rules in small and whole group discussion.	SL.4.1.b	Small group, whole group, partner work
26	Pose and respond to specific questions in a discussion to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.	SL.4.1.c	Turn and talk, peer sharing

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27	Review the key ideas expressed in a discussion.	SL.4.1.d	Turn and talk
28	Explain own ideas and understanding in light of a discussion.	SL.4.1.d	Turn and talk, peer sharing
29	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.	SL.4.4	Modeling, small group
30	Speak clearly at an understandable pace when presenting.	SL.4.4	Small group, peer sharing
31	Use relative adverbs (where, when, why) when writing or speaking.	L.4.1.a	Literacy center
32	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses when speaking and writing.	L.4.1.b	Turn and talk, literacy center
33	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions in oral and written language.	L.4.1.c	Mini-lesson, conferencing
34	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).	L.4.1.d	Modeling, literacy center
35	Spell grade-appropriate words correctly, consulting references as needed.	L.4.2.d	Spelling, dictionary
36	Choose punctuation for effect when writing, speaking, reading, or listening.	L.4.3.b	Conferencing, peer editing
37	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	L.4.4.b	Vocabulary, word study

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38	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	L.4.5.a	Mini-lesson, small group, literacy center
39	Identify and explain the significance of common idioms.	L.4.5.b	Mini-lesson, small group, literacy center
40	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	L.4.6	Vocabulary, word study

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a Grade 4 text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.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).
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).
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.
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.
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.

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RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
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.
RF.4.3	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.

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	<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>
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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>
W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.</p>
SL.4.1	<p>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>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL.4.4	<p>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>

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
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.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose punctuation for effect.*
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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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 states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

Unit 4 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1	Mini-lesson, read aloud
2	Refer to details and examples in a text when drawing inferences from the text.	RI.4.1	Mini-lesson, read aloud
3	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2	Partner read, independent reading
4	Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	RL.4.3	Mini-lesson, independent reading
5	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).	RL.4.4	Vocabulary, word study
6	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.	RL.4.7	Graphic organizer
7	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).	RL.4.9	Graphic organizer, partner work
8	Summarize a text, referring to the main idea and key details.	RI.4.2	Reader’s Notebook
9	Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text.	RI.4.3	Content area text

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CONTENT AREA: English Language Arts		GRADE: 4	UNITS #1-5
10	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	RI.4.4	Read-aloud
11	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.	RI.4.5	Independent reading, conferencing
12	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	RF.4.3.a	Literacy center
13	Read grade-level text with purpose and understanding.	RF.4.4.a	Partner reading
14	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4.b	Interactive reading
15	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c	Independent reading, Reader's Notebook
16	Write a narrative creating an introduction that introduces a narrator and/or character.	W.4.3.a	Partner writing, literacy center
17	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	W.4.3.b	Modeling, independent writing
18	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.	W.4.3.c	Modeling, independent writing

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CONTENT AREA: English Language Arts		GRADE: 4	UNITS #1-5
19	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.	W.4.3.d	Modeling, independent writing
20	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using providing a conclusion that follows naturally from the sequence of events to produce a written narrative.	W.4.3.e	Modeling independent writing
21	Apply <i>grade 4 Reading standards</i> 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].”).	W.4.9.a	Partner writing
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	W.4.10	Independent writing
23	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	W.4.10	Reader’s Notebook
24	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a	Mini-lesson, discussion
25	Identify various roles and follow agreed-upon rules in small and whole group discussion.	SL.4.1.b	Discussion
26	Pose and respond to specific questions in a discussion to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.	SL.4.1.c	Discussion, turn and talk

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CONTENT AREA: English Language Arts		GRADE: 4	UNITS #1-5
27	Review the key ideas expressed in a discussion.	SL.4.1.d	Turn and talk, peer sharing
28	Explain own ideas and understanding in light of a discussion.	SL.4.1.d	Turn and talk, peer sharing
29	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.	SL.4.4	Presentation, small group
30	Speak clearly at an understandable pace when presenting.	SL.4.4	Presentation, small group
31	Use relative adverbs (where, when, why) when writing or speaking.	L.4.1.a	Literacy center
32	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses when speaking and writing.	L.4.1.b	Literacy center, turn and talk
33	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions in oral and written language.	L.4.1.c	Literacy center
34	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).	L.4.1.d	Literacy center
35	Spell grade-appropriate words correctly, consulting references as needed.	L.4.2.d	Spelling, dictionary, media center
36	Choose punctuation for effect when writing, speaking, reading, or listening.	L.4.3.b	Literacy center, partner work
37	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	L.4.4.b	Spelling, word study

Bloomingdale School District

CONTENT AREA: English Language Arts	GRADE: 4	UNITS #1-5
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38	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	L.4.5.a	Literacy center, small group
39	Identify and explain the significance of common idioms.	L.4.5.b	Literacy center, small group
40	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	L.4.6	Vocabulary, word study

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a Grade 4 text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.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).
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).
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.
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.
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.

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
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.
RF.4.3	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

W.4.3	<p>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">f. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.g. Use dialogue and description to develop experiences and events or show the responses of characters to situations.h. Use a variety of transitional words and phrases to manage the sequence of events.i. Use concrete words and phrases and sensory details to convey experiences and events precisely.j. Provide a conclusion that follows from the narrated experiences or events.
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">b. Apply <i>grade 4 Reading standards</i> 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].”).
W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.</p>

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

SL.4.1	<p>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>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL.4.4	<p>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>
L.4.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

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.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose punctuation for effect.*
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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
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 states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

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CONTENT AREA: English Language Arts	GRADE: 4	UNITS #1-5
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Unit 5 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	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.	RL. 4.7	Mini-lesson, read aloud
2	Read increasingly complex texts, at the grade 4-5 text complexity band independently and proficiently.	RL.4.10; RI 4.10	Read aloud, small group, partner read
3	Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.8	Mini-lesson, turn and talk
4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9	Modeling, Reader's Notebook
5	Use morphology (<i>e.g., roots and affixes</i>) to accurately read unfamiliar multisyllabic words in and out of context.	RF.4.3.a	Vocabulary, literacy center
6	Read grade-level text with purpose and understanding.	RF.4.4.a	Interactive reading
7	Introduce a topic <i>clearly</i> and group related information in paragraphs and sections; include formatting (<i>e.g., headings, illustrations, and multimedia</i>) when useful to aiding comprehension.	W.4.2.a	Mini-lesson, independent writing
8	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic when writing.	W.4.2.b	Model, independent writing
9	Link ideas within categories of information using words and <i>phrases</i> (<i>e.g., another, for example, also, because</i>).	W.4.2.c	Literacy center
10	Use precise language and domain-specific vocabulary to inform about or clarify the topic.	W.4.2.d	Mini-lesson, partner writing

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

11	When writing, present a concluding statement or section related to the information or explanation presented.	W.4.2.e	Peer editig
12	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.	W.4.6	Media center, computer, mini-lesson, conference
13	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6	Media center, computer
14	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.7	Small group,partner work/research
15	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.	W.4.8	Mini-lesson
16	<i>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</i>	W.4.9.b	Read aloud, mini-lesson
17	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10	Independent writing
18	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10	Reader’s Notebook, Writer’s Notebook
19	Identify the reasons and evidence a speaker provides to support particular points.	SL.4.3	Turn and talk, partner reading

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CONTENT AREA: English Language Arts		GRADE: 4	UNITS #1-5
20	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.	SL.4.4	Peer sharing
21	Speak clearly at an understandable pace when presenting.	SL.4.4	Peer sharing, presentation, small group
22	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.4.5	Media center,
23	Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>).	SL.4.6; L.4.3.c	Mini-lesson, discussion
24	Use formal English when appropriate to task and situation.	SL.4.6	Discussion
25	Demonstrate correct capitalization in writing.	L.4.2.a	Conferencing, literacy center
26	Consult references as needed when spelling Grade 4 words.	L.4.2.d	Spelling, computer
27	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.	L.4.3.a	Modeling
28	Choose punctuation for effect when writing, speaking, or listening.	L.4.3.b	Modeling, small group
29	Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.4.4.c	Dictionary, computer, spelling, vocabulary, word study

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CONTENT AREA: English Language Arts	GRADE: 4	UNITS #1-5
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30	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 (<i>e.g., quizzed, whined, stammered</i>) and those that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>).	L.4.6	Vocabulary, word study
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Code #	Common Core State Standards
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.
RL.4.10	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.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational 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.
RF.4.3	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 (<i>e.g., roots and affixes</i>) 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.

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

W.4.2	<p>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 topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</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>
W.4.6	<p>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>
W.4.7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
W.4.8	<p>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>
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
W.4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.</p>
SL.4.3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>
SL.4.4	<p>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>

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CONTENT AREA: English Language Arts

GRADE: 4

UNITS #1-5

SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. d. Spell grade-appropriate words correctly, consulting references as needed.
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.* b. Choose punctuation for effect.*
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. 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.
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 states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).