

## Fourth Grade ELA Standards and “I Can Statements”

**Standard - CC.4.L.1** Demonstrate command of the conventions of standard English grammar and usage when speaking or writing.

a. Use relative pronouns (who, whose, which, that) and relative adverbs (where, when, why).

- I can identify relative:
  - pronouns
  - adverbs
- I can demonstrate command of the conventions of standard English grammar and usage when writing.
- I can use words correctly to communicate.
- I can demonstrate command of the conventions of standard English grammar and usage when speaking.
- I can use words correctly to communicate.

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

- I can recognize progressive verb tenses.
- I can demonstrate command of the conventions of standard English grammar and usage when writing.
- I can use words correctly to communicate.
- I can demonstrate command of the conventions of standard English grammar and usage when speaking.
- I can use words correctly to communicate.

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

- I can use words correctly.
- I can demonstrate command of the conventions of standard English grammar and usage when writing.
- I can use words correctly to communicate.
- I can demonstrate command of the conventions of standard English grammar and usage when speaking.
- I can use words correctly to communicate.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

- I can identify adjectives.
- I can order adjectives according to conventional patterns.
- I can demonstrate command of the conventions of standard English grammar and usage when writing.
- I can use words correctly to communicate.
- I can demonstrate command of the conventions of standard English grammar and usage when speaking.
- I can use words correctly to communicate.

e. Form and use prepositional phrases.

- I can identify prepositional phrases.
- I can demonstrate command of the conventions of standard English grammar and usage when writing.
- I can use words correctly to communicate.
- I can demonstrate command of the conventions of standard English grammar and usage when speaking.
- I can use words correctly to communicate.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- I can recognize:
  - fragments
  - run-ons.
- I can correct inappropriate:
  - fragments
  - run-ons.
- I can demonstrate command of the conventions of standard English grammar and usage when writing.
- I can use words correctly to communicate
- I can correct inappropriate fragments.
- I can demonstrate command of the conventions of standard English grammar and usage when speaking.
- I can use words correctly to communicate.

g. Correctly use frequently confused words (e.g., two, too, to; there, their).

- I can identify frequently confused words/homophones.
- I can demonstrate command of the conventions of standard English grammar and usage when writing.
- I can use words correctly to communicate.
- I can demonstrate command of the conventions of standard English grammar and usage when speaking.
- I can use words correctly to communicate.

**Standard – CC.4.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. I can apply correct capitalization when writing.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - I can apply correct punctuation when writing.
  - I can use commas and quotation marks in dialogue and when quoting from a text.
- c. Use a comma before coordinating conjunction in a compound sentence.
  - I can use correct spelling when writing.
  - I can identify many of the conjunctions (connecting words) and how they are used to create a compound sentence.
  - I can use a comma in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.
  - I can recall and apply spelling rules.
  - I can identify and correct misspelled words.
  - I can list procedures for efficiently finding the correct spelling.
  - I can consult references as needed.

**Standard – CC.4.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

- I can recognize the conventions of language for:
  - writing
  - speaking
  - reading
  - listening
- I can apply knowledge of language and language conventions when:
  - writing
  - reading
  - listening
- I can choose words and phrases to convey ideas precisely when writing or speaking.
- I can use knowledge of language and language conventions when speaking.
- I can use words and phrases to communicate ideas precisely when speaking.

b. Choose punctuation for effect.

- I can recognize types of punctuation.
- I can choose punctuation for effect.
- I can apply knowledge of language and language conventions when:
  - writing
  - reading
  - listening
- I can use knowledge of language and language conventions when speaking.

c. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where information discourse is appropriate (e.g. small-group discussion).

- I can recognize the fundamentals of formal and informal English.
- I can apply knowledge of language and language conventions when:
  - writing
  - reading
  - listening.
- I can determine contexts that call for formal English.
- I can use knowledge of language and language conventions when speaking.

**Standard – CC.4.L.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.

- a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - I can identify common context clues (e.g. definitions, examples, restatements) in text.
  - I can determine the meaning of unknown and multiple-meaning words by examining a text to find clues to meanings of words (e.g. definitions, examples, and restatements in text)
  - I can choose from a variety of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.
  
- b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).
  - I can identify and define Greek and Latin affixes and roots.
  - I can determine the meaning of unknown and multiple-meaning words by using common Greek and Latin affixes and roots as clues to the meanings of words (e.g. telegraph, photograph, autograph).
  - I can choose from a variety of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.
  
- c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning or key words and phrases.
  - I can use common reference materials (e.g. thesaurus, dictionary, and glossary).
  - I can use a pronunciation guide.
  - I can use print and digital reference materials (e.g. dictionaries, thesauri, glossaries) to:
    - find pronunciation
    - determine the meaning of key words and phrases.
  - I can choose from a variety of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.

**Standard – CC.4.L.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.
  - I can define simple similes and metaphors.
  - I can recognize simple similes and metaphors in context.
  - I can define simple similes and metaphors.
  - I can recognize simple similes and metaphors in context.
  
- b. Recognize and explain the meaning of common idioms, adages, and proverb.
  - I can define:
    - common idioms
    - adages (old sayings)
    - proverbs (moral lessons).
  - I can recognize:
    - idioms in context
    - adages in context
    - proverbs in context.
  - I can explain the meaning of common idioms, adages, and proverbs.
  
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
  - I can identify synonyms and antonyms.
  - I can distinguish between synonyms and antonyms.

**Standard – CC.4.L.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).

- I can acquire grade appropriate:
  - general academic
  - content vocabularywords and phrases including those that:
  - signal precise actions
  - signal emotions
  - signal states of being
  - are basic to a particular topic.
  
- I can accurately use grade appropriate:
  - general academic
  - content vocabularywords and phrases including those that:
  - signal precise actions
  - signal emotions
  - signal states of being
  - are basic to a particular topic.

**Standard - CC.4.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- I can know grade-level phonics and word analysis skills in decoding words.
  - I can apply grade-level phonics and word analysis skills in decoding words.
  - I can synthesize phonics and word analysis skills to decode words.
  - I can read accurately unfamiliar multisyllabic words in context and out of context.
- 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.
- I can identify syllabication patterns and root words.
  - I can explain meanings prefixes and suffixes, including Latin roots.
  - I can apply syllabication patterns to multisyllabic words in context and out of context.
  - I can read accurately unfamiliar multisyllabic words in context and out of context.

**Standard - CC.R.F.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
  - To support comprehension,
    - I can identify the purpose and understanding of text.
  - By the end of the year, to support comprehension, I can determine the purpose for reading on-level text.
  - By the end of the year, to support comprehension, I can read on-level text fluently and accurately.
  
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - To support comprehension, I can identify oral reading with accuracy, appropriate rate, and expression on successive readings.
  - By the end of the year, to support comprehension, I can apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings.
  - By the end of the year, to support comprehension, I can read with:
    - accuracy
    - appropriate rate
    - expression on successive readings.
  
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To support comprehension:

- I can identify rereading, when necessary, as a strategy when confirming or self-correcting words in text.
- I can understand how context can help to confirm or self-correct word recognition.
- By the end of the year, to support comprehension, I can confirm or self-correct word recognition and understanding by using context.
- By the end of the year, to support comprehension, I can reread with fluency as necessary.

**Standard - CC.4.R.I.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- I can explain the difference between explicit and inferred information in a text.
- I can identify details and examples when:
  - explaining what the text says explicitly (exactly)
  - drawing inferences from the text.
- I can explain what the text says using details and examples when:
  - identifying explicit information
  - drawing inferences.

**Standard - CC.4.R.I.2** Determine the main ideas of a text and explain how it is supported by key details; summarize the text.

- I can explain how the supporting details determine the main idea of a text.
- I can summarize text.
- I can summarize the text using key details.

**Standard - CC.4.R.I.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.

- I can identify:
  - events
  - procedures (steps)
  - ideas
  - conceptsin an informational (historical, scientific, and/or technical) text.
- I can explain why the:
  - events
  - procedures (steps)
  - ideas
  - conceptsin an informational text occurred.
- I can use specific information in the text to support explanation.

**Standard - CC.4.R.I.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- I can identify:
  - general academic
  - domain-specific (content vocabulary)words and phrases in a text relevant to a grade 4 topic or subject areas.
- I can determine the meaning of:
  - general academic
  - domain-specific (content vocabulary)words and phrases in a text relevant to a grade 4 topic or subject areas.

**Standard - CC.4.R.I.5** Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- I can determine the overall structure
  - (e.g. chronology (time order),
  - comparison,
  - cause/effect
  - problem/solution)of a text or part of a text.
- I can describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of:
  - events
  - ideas
  - concepts
  - informationin a text or part of a text.

**Standard - CC.4.R.I.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- I can define vocabulary:
  - compare
  - contrast
  - firsthand account
  - secondhand account
- I can describe the events or main ideas of each account.
- I can compare the accounts of the event or topic.
- I can contrast the accounts of the event or topic.
- I can describe how the focus and information provided is different in each account.

**Standard - CC.4.R.I.7** Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- I can define *interpret*.
- I can recognize text features of non-fiction.
- I can read:
  - graphs
  - charts
  - diagram
  - timelines.
- I can recognize interactive web elements.
- I can explain information from:
  - charts
  - diagrams
  - graphs
  - time lines
  - animations
  - interactive elements
- I can interpret information that is presented:
  - visually
  - orally
  - quantitativelyin text or on the web.

**Standard - CC.4.R.I.8** Explain how an author uses reasons and evidence to support particular points in a text.

- I can recognize differences between fact and opinion.
- I can define evidence (proof) and reason (support).
- I can identify the author's reasons and evidence.
- I can explain how an author uses:
  - reasons to support particular points in a text.
  - evidence to support particular points in a text.

**Standard - CC.4.R.I.9 Integrate** information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- I can identify information within two texts on the same topic.
- I can integrate information from two texts on the same topic.

**Standard - CC.4.R.I. 10** By the end of the 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 necessary at the high end of the range.

- I can read and comprehend at grade level complex literary and informational text independently and proficiently.
- I can read and comprehend at grade level complex literary and informational text independently and proficiently.

**Standard - CC.4.R.L.1 Refer** to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- I can identify key details and examples in a text.
- I can explain the difference between explicit (exact) and inferred information. I can explain how details and examples from the text support making inferences.

**Standard - CC.4.R.L.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- I can define “theme” of a:
  - story
  - drama
  - poem.
- I can apply details of a text to determine the theme of a:
  - story
  - drama
  - poem.
  -
- I can summarize key ideas and details for the theme of a:
  - story
  - drama
  - poem.

**Standard - CC.4.R.L.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

- I can identify the character, setting, and/or events in a story.
- I can identify specific details about:
  - characters
  - settings
  - events.
- I can describe
  - a character's actions
  - a character's thoughts
  - the setting
  - eventsbased on evidence in the text.

**Standard - CC.4.R.L.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).

- I can recognize words and phrases:
  - in a text
  - that allude (refer) to significant characters found in mythology, in a text.
- I can identify significant Greek characters and their specific characteristics.
- I can determine the meaning of words and phrases:
  - as they are used in a text
  - that allude (refer) to significant characters found in mythology as they are used in a text.

**Standard CC.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

- I can explain major differences between:
  - poems
  - drama
  - prose (all writing not in verse).
  -
- I can refer to structural elements:
  - poems (verse, rhyme, meter)
  - drama (cast of characters, settings, descriptions, dialogue, stage direction)
  - prose (characters, settings, descriptions, dialogue)when speaking or writing about text.

**Standard CC.4.R.L.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- I can define:
  - vocabulary
  - compare, contrast
  - point of view
  - first and third person narrations
- I can recognize first and third person narrations.
- I can identify point of view (including first and third person narrations) in a variety of stories.
- I can compare the points of view from which different stories are narrated, including first and third person narrations.
- I can contrast the points of view from which different stories are narrated, including first and third person narrations.

**Standard CC.4.R.L.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.

- I can identify a:
  - story
  - drama (a play)in text, visually and orally.
- I can identify descriptions (illustrations and events) in a story or drama:
  - in text
  - visually and orally.
- I can recognize stage directions in a story/drama both in text and a visual/oral presentation.
- I can connect and compare the text of a story or drama to the text of a visual or oral presentation recognizing descriptions and direction in each version.

**Standard CC.4.R.L.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.

- I can identify specific details that describe:
  - themes
  - topics
  - patterns of eventsin stories, myths, or traditional literature from different cultures.
- I can identify similarities of two or more:
  - themes
  - topics
  - patterns of eventsin stories, myths, or traditional literature from different cultures.
- I can identify differences of two or more:
  - themes
  - topics
  - patterns of eventsin stories, myths, or traditional literature from different cultures.
- I can identify key features for comparing and contrasting:
  - themes
  - topics
  - patterns of eventsin stories, myths, or traditional literature from different cultures.

**Standard CC.4.R.L.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.

- I can identify/understand in literary text:
  - key ideas and details
  - craft and structure
  - integration of knowledge and ideasas appropriately complexity (Qualitative, Quantitative and readers and task) as seen in standards 1 – 9, with scaffolding as needed.
- I can comprehend independently in literary text:
  - key ideas and details
  - craft and structure
  - integration of knowledge and ideas
  - as appropriately complexity (Qualitative, Quantitative and readers and task) as seen in standards 1 – 9, with scaffolding as needed.

**Standard – CC.4.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- 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.
  - I can identify key ideas from reading material.
  - I can relate information read to discussion topics.
  - I can engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts.
  
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - I can identify ways to listen effectively.
  - I can describe discussion rules and roles.
  - I can evaluate implementation of discussion rules and roles.
  - I can listen actively to discussions and presentations.
  - I can follow agreed-upon rules during discussion.
  - I can carry out assigned roles during discussions.
  
- 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.
  - I can know how to pose questions and provide feedback.
  - I can formulate questions and responses based on comments made by others during discussion.
  - I can pose and respond to specific questions to clarify understanding of discussion or presentation.
  - I can connect comments to the remarks of others.

- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- I can identify key ideas presented during discussion.
  - I can explain the topic using personal ideas, opinions, and reasoning.
  - I can think critically about ideas posed.
  - I can justify responses by providing evidence to support reasoning.
  - I can express ideas clearly.

**Standard- CC.4.SL.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- I can retell in my own words information from a text presented orally from a variety of media formats including:
  - visual
  - oral
  - quantitative (measureable)

**Standard – CC.4.SL.3** Identify the reasons and evidence a speaker provides to support particular points.

- I can identify a speaker's points.
- I can explain how the reasons and evidence support the speaker's particular points.

**Standard – CC.4.SL.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- I can identify:
  - a topic
  - a text
  - facts
  - descriptive details
- I can identify:
  - clearly pronounced and enunciated words
  - understandable pace
- I can use a logical sequence of events to tell a story, report on a topic or text, or recount an experience.
- I can determine appropriate facts that support main ideas or themes.
- I can determine relevant descriptive details that support main ideas or themes.
- I can speak clearly at an understandable pace while:
  - reporting on a topic
  - telling a story
  - recounting an experiencein an organized manner using:
  - appropriate facts
  - relevant, descriptive detailsto support main ideas or themes.

**Standard – CC.4.SL.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- I can identify main idea.
- I can identify theme.
- I can determine when appropriate to enhance the main idea or theme in audio.
- I can add audio recordings to enhance the development of a main idea or theme in presentations.
- I can add visual displays to enhance the development of the main idea or theme in presentations.

**Standard – CC.4.SL.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. (See standards 1 and 3 on page 28 for specific expectations.)

- I can identify:
  - audience
  - task
  - situation.
- I can identify characteristics of formal and informal speaking.
- I can distinguish between formal and informal speech.
- I can analyze a situation to determine appropriate speech use (formal English or informal discourse).
- I can speak using formal English when appropriate to task and situation

**Standard - CC.4.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
  - I can explain:
    - organizational structures
    - writer’s purpose
    - point of view
  - I can determine how to introduce the topic or text clearly.
  - I can formulate an opinion.
  - I can organize by grouping related ideas to support the writer’s purpose.
  - I can create an opinion piece on topics or texts, supporting it with reasons and information. Product should include:
    - clear introduction of topic or text
    - statement of opinion
    - strong organizational structure in which related ideas are grouped to support the writer’s purpose.

**Standard - CC.4.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

b. Provide reasons that are supported by facts and details.

- I can recognize facts and details.
- I can provide reasons that are supported with facts and details.
- I can create an opinion piece on topics or texts, supporting it with reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).

- I can use linking words and phrases
- I can link opinions and reasons using words and phrases (e.g., for instance, in order, in addition).
- I can create an opinion piece on topics or texts, supporting it with links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

- I can explain the purpose of a concluding statement or section.
- I can provide a conclusion related to the opinion presented
- I can create an opinion piece on topics or texts, supporting it with a concluding statement or section related to the opinion presented.

**Standard – CC.4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

- I can identify:

- A topic that is clear
- related-information grouped together in:
  - paragraphs
  - sections

- that contain:

- formatting
- illustrations
- multimedia

when useful in aiding comprehension.

- I can develop:

- a topic that is clearly introduced

- related-information grouped in:

- paragraphs
- sections

- that contain:

- formatting
- illustrations
- multimedia

when useful in aiding comprehension.

- I can write informative/explanatory texts to express ideas and information clearly and accurately that includes:

- a topic that is clearly introduced

- related-information grouped in:

- paragraphs (5)
- sections

- that contain:

- formatting
- illustrations
- multimedia

when useful in aiding comprehension.

**Standard – CC.4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- b. Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - I can identify a topic developed with:
    - facts
    - definitions
    - concrete details
    - quotations
    - other information
    - examples related to the topic.
  - I can develop a topic with:
    - facts
    - definitions
    - concrete details
    - quotations
    - other information
    - examples related to the topic.
  - I can write informative/explanatory texts that includes a topic developed with:
    - facts
    - definitions
    - concrete details
    - quotations
    - other information
    - examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
  - I can identify linked ideas within categories of information using words and phrases.
  - I can develop linked ideas within categories of information using words and phrases.
  - I can write informative/explanatory texts that include linked ideas within categories of information using words and phrases.

**Standard – CC.4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - I can identify precise language and domain-specific (content) vocabulary to inform about or explain the topic.
  - I can develop precise language and domain-specific (content) vocabulary to inform about or explain the topic.
  - I can write informative/explanatory texts that include domain-specific (content) vocabulary to inform about or explain a topic.
- e. Provide a concluding statement or section related to the information or explanation presented.
  - I can identify a concluding statement or section related to the information or explanation presented.
  - I can develop a concluding statement or section related to the information or explanation presented.
  - I can write informative/explanatory texts that include a concluding statement or section related to the information or explanation presented.

**Standard – CC.4.W.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.
  - I can identify the:
    - story elements
    - structure of a narrative.
  - I can establish a situation, narrator and/or characters.
  - I can write a narrative to develop real or imagined experiences or events that establishes a situation and a narrator or character(s).

**Standard – CC.4.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - I can identify the use of dialogue and description to develop experiences, events or characters.
  - I can use dialogue and description to develop experiences and events.
  - I can write a narrative to develop real or imagined experiences or events that uses dialogue and descriptions to show the responses of characters to situations.
  
- c. Use a variety of transitional words and phrases to manage the sequence of events.
  - I can recognize transitional words used to develop sequence.
  - I can use transitional words and phrases to move events along logically and sequentially.
  - I can write a narrative to develop real or imagined experiences or events using transitional words and phrases.
  
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - I can describe how writers use concrete and sensory details.
  - I can use concrete and/or sensory details to develop experiences or events.
  - I can write a narrative to develop real or imagined experiences or events using concrete and sensory details to develop experiences, events, and reveal characters.
  
- e. Provide a conclusion that follows from the narrated experiences or events.
  - I can identify a conclusion aligned with a sequence of events.
  - I can establish conclusions aligned with sequence of events.
  - I can write a narrative to develop real or imagined experiences or events establishing a conclusion aligned with a sequence of events.

**Standard - CC.4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)

- (The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6.)
- Analyze the reason for writing a piece to decide on:
  - task
  - purpose
  - audience
- Determine suitable:
  - idea development, strategies,
  - organizationappropriate to task, purpose, and audience.
- (Additional underpinning reasoning targets are found in Writing Standards 1, 2, 3, 7, 8, 9.)
- (The underpinning skill targets are found in Writing Standards 5, 6, 7, and 10.)
- I can produce a writing piece that is clear and focused with:
  - idea development
  - organizationappropriate to task, purpose, and audience.
- I can provide clear and focused writing.
- (Grade-specific expectations and writing types are found in Writing Standards 1-3.)

**Standard – CC.4.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including grade 4 on page 29.)

- I can with guidance and support from peers and adults, students recognize how to:
  - plan
  - revise
  - edit
  - rewrite
  - try a new approach
- Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 4.
- I can with guidance and support from peers and adults, develop and strengthen my writing as needed by:
  - planning
  - revising
  - editing
  - rewriting
  - trying a new approach.

**Standard – CC.4.W.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- With some guidance and support, I can:
  - use keyboarding skills
  - know how to use word processing to produce and publish writing
  - know how to use the Internet to communicate with others.
- With some guidance and support, I can:
  - evaluate the appropriate technology tools for producing and publishing writing, and collaborating with others.
- With some guidance and support I can:
  - use technology, including the Internet, to develop, revise, edit, and publish writing
  - use technology to communicate and collaborate with others
  - use keyboarding skills to type one page or more in a single sitting.

**Standard – CC.4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- I can conduct short research projects.
- I can complete short research projects that investigate different details of a topic.

**Standard – CC.4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

- I can identify useful information in a passage.
- I can recall and gather useful information from experience.
- I can take notes.
- I can provide a source list.
- I can gather useful information from print and digital sources.
- I can categorize information.
- I can distinguish between relevant and irrelevant information.

**Standard – CC.4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions].”).
  - I can identify key ideas and details from literary texts which provide evidence to support conclusions about the text accessed through research.
  - I can cite literary textual evidence to support analysis of what the text says explicitly.
  - I can explain how evidence from key ideas and details support research.
  - I can analyze key ideas and details in a literary text as evidence for support and understanding of text.
  - I can reflect on key ideas and details in a literary text as evidence for support and understanding of text.

**Standard – CC.4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. 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 can identify key ideas and details from informational texts which provide evidence to support conclusions about the text accessed through research.
  - I can cite informational textual evidence to support analysis of what the text says explicitly.
  - I can explain how evidence from key ideas and details support research.
  - I can analyze key ideas and details in an informational text as evidence for support and understanding of text.
  - I can reflect on key ideas and details in an informational text as evidence for support and understanding of text.

**Standard – CC.4.W.10** 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.

- I can identify the various purposes for writing.
- I can identify and understand the various organizational structures related to different genres or purposes for writing.
- I can determine:
  - when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences
  - the appropriate organizational structure needed for specific audiences and purposes.
- I can write for various purposes and to various audiences for a short or extended time frame, for a range of discipline-specific tasks, purposes, and audiences.

