

**St. Johns County School District: Fourth Grade ELA Public Year-at-a-Glance 2017-2018**

| <b>Standard</b>  |  | <b>Quarter 1</b> | <b>Quarter 2</b> | <b>Quarter 3</b> | <b>Quarter 4</b> |
|--|--|------------------|------------------|------------------|------------------|
| <b>LITERATURE</b>  | <b>Refer to details and examples in a text</b> when explaining what the text says explicitly and when drawing inferences from the text.  | <b>X</b>         | <b>X</b>         | <b>X</b>         | <b>X</b>         |
|  | Determine a <b>theme</b> of a story, drama or poem from the details in the text; summarize the text.   |                  | <b>X</b>         |                  |                  |
|  | Describe in depth a <b>character, setting, or event</b> in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  |                  | <b>X</b>         |                  |                  |
|  | Determine the <b>meaning of words and phrases</b> as they are used in a text, including those that allude to significant <i>characters found in mythology (e.g., Herculean)*</i> .   | <b>X</b>         | <b>X</b>         | <b>X*</b>        | <b>X</b>         |
|  | Explain major differences between <b>poems, drama, and prose</b> , 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. | <b>X</b>         |                  |                  |                  |
|  | <b>Compare and contrast the point of view</b> from which different stories are narrated, including the differences between first- and third-person narrations.   |                  |                  | <b>X</b>         |                  |
|  | Make <b>connections</b> between the <b>text</b> of a story or drama and a <b>visual</b> or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  | <b>X</b>         |                  |                  |                  |
|  | <b>Compare and contrast</b> the treatment of similar <b>themes and topics</b> (e.g., opposition of good and evil) and the patterns of events (e.g., the quest) in <b>stories, myths, and traditional literature</b> from different cultures.                                   |                  |                  | <b>X</b>         |                  |
|  | <b>By the end of the year</b> , read and comprehend literature, including stories, dramas and poetry, in the grades 4-5 text complexity band with scaffolding as needed at the high end of the range.  | <b>X</b>         | <b>X</b>         | <b>X</b>         | <b>X</b>         |
| <b>INFORMATIONAL TEXT</b>  | <b>Refer to details and examples in a text</b> when explaining what the text says explicitly and when drawing inferences from the text.  | <b>X</b>         | <b>X</b>         | <b>X</b>         | <b>X</b>         |
|  | Determine the <b>main idea</b> of a text and explain how it is supported by key details; <b>summarize</b> the text.  | <b>X</b>         |                  |                  |                  |
|  | Explain <b>events, procedures, ideas, or concepts</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  |                  | <b>X</b>         |                  |                  |
|  | Determine the <b>meaning of general academic and domain-specific words and phrases</b> in a text relevant to a <i>grade 4 topic or subject area</i> .  | <b>X</b>         | <b>X</b>         | <b>X</b>         | <b>X</b>         |
|  | Describe the overall <b>structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.   | <b>X</b>         |                  |                  |                  |
|  | <b>Compare and contrast a firsthand and secondhand account</b> of the same event or topic; describe the differences in focus and the information provided.   |                  |                  | <b>X</b>         |                  |
|  | Interpret <b>information presented visually, orally, or quantitatively</b> (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.  | <b>X</b>         |                  |                  |                  |
|  | Explain how an <b>author uses reasons and evidences</b> to support particular points in a text.  |                  | <b>X</b>         |                  |                  |
|  | Integrate <b>information from two texts</b> on the same topic in order to write or speak about the subject knowledgeably.  |                  | <b>X</b>         |                  |                  |
| <b>By the end of year</b> , 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. | <b>X</b>   | <b>X</b>         | <b>X</b>         | <b>X</b>         |                  |

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| Standard       |  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|----------------|--|-----------|-----------|-----------|-----------|
| <b>WRITING</b> | Write <i>opinion</i> pieces on topics or texts, supporting a point of view with reasons and information.<br>(a) <u>Introduce a topic</u> or text clearly, state an <u>opinion</u> , and create an organizational <u>structure</u> in which related ideas are grouped to support the writer’s purpose.<br>(b) Provide <u>reasons</u> that are supported by facts and details.<br>(c) <u>Link opinions and reasons</u> using words and phrases (e.g., for instance, in order to, in addition).<br>(d) Provide a <u>concluding statement</u> or section related to the opinion presented.   |           |           | <b>X</b>  |           |
|                | Write <i>informative/ explanatory</i> texts to examine a topic and convey ideas and information clearly.<br>(a) <u>Introduce a topic</u> clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>(b) <u>Develop the topic</u> with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>(c) <u>Link ideas</u> within categories of information using words & phrases (e.g., another, for example, also).<br>(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. |           | <b>X</b>  |           |           |
|                | Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>(a) Establish a situation and introduce a <u>narrator</u> and/or <u>characters</u> ; organize an event sequence that unfolds naturally.<br>(b) Use <u>dialogue</u> and <u>descriptions</u> of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>(c) <u>Use temporal words and phrases</u> to signal event order.<br>(d) Provide a sense of <u>closure</u> .   | <b>X</b>  |           |           | <b>X</b>  |
|                | Produce clear and coherent writing in which the <b>development and organization</b> are appropriate to task, purpose, and audience.  | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |
|                | With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b> .  | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |
|                | With some guidance and support from adults, <b>use technology</b> , including the Internet, <b>to produce and publish</b> writing as well as to interact and collaborate with others; demonstrate sufficient command of <u>keyboard skills</u> to type a <b>minimum of one page</b> in a single sitting.   | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |
|                | Conduct <b>short research projects</b> that build knowledge through investigation of different aspects of a topic.   |           | <b>X</b>  |           |           |
|                | <b>Recall</b> relevant <b>information</b> from experiences or <b>gather</b> relevant <b>information</b> from print and digital sources; <b>take notes</b> and <b>categorize information</b> , and provide a list of sources.   | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |
|                | Draw <b>evidence</b> from literary or informational texts to support analysis, reflection, and research.   | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |
|                | <b>Write routinely</b> 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.   | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |

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|                               | Standard  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-------------------------------|---|-----------|-----------|-----------|-----------|
| <b>SPEAKING AND LISTENING</b> | Engage effectively in a range of collaborative <b>discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.<br>a. Come to discussions <b>prepared</b> , having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon <b>rules</b> for discussions and carry out assigned roles.<br>c. <b>Pose and respond to specific questions</b> to <u>clarify or follow up on information</u> , and make comments that <u>contribute to the discussion</u> and <u>link to the remarks</u> of others.<br>d. Review the key ideas expressed and <b>explain their own ideas and understanding</b> in light of the discussion. | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |
|                               | <b>Paraphrase</b> portions of a <b>text</b> read aloud or <b>information</b> presented in diverse media and formats, including visually, quantitatively, and orally.  |           |           | <b>X</b>  |           |
|                               | Identify <b>the reasons and evidence a speaker</b> provides to support particular points.   |           | <b>X</b>  |           |           |
|                               | <b>Report on a topic</b> or text, <b>tell a story</b> , or <b>recount an experience</b> in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.   | <b>X</b>  | <b>X</b>  |           | <b>X</b>  |
|                               | <b>Add audio recordings</b> and <b>visual displays</b> to presentations when appropriate to enhance the development of main ideas or themes.  |           |           |           | <b>X</b>  |
|                               | <b>Differentiate between contexts</b> that call for <i>formal English</i> (e.g., presenting ideas) and situations where <i>informal discourse</i> is appropriate (e.g., small-group discussion); use <i>formal English</i> when appropriate to task and situation.  | <b>X</b>  |           |           |           |
| <b>FOUNDATIONS</b>            | Know and apply grade- level phonics and word analysis skills in decoding words.<br>(a) Use combined knowledge of all <b>letter-sound correspondences, syllabication patterns, and morphology</b> (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  | <b>X</b>  |           |           |           |
|                               | <b>Read with sufficient accuracy and fluency</b> to support <b>comprehension</b> .<br>(a) Read on-level text with purpose and understanding<br>(b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings<br>(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |

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| <b>LANGUAGE</b>  | <b>grammar and usage when writing or speaking</b>  | Demonstrate legible <b>cursive writing</b> skills.  |           |           |           | <b>X</b> |
|  |  | Use <b>relative pronouns</b> ( <i>who, whose, whom, which, that</i> ) and <b>relative adverbs</b> ( <i>where, when, why</i> ).                  |           |           | <b>X</b>  |          |
|  |  | Form and use the <b>progressive</b> (e.g., <i>I was walking; I am walking; I will be walking</i> ) <b>verb tenses</b> .                         |           | <b>X</b>  |           |          |
|  |  | Use <b>modal auxiliaries</b> (e.g., <i>can, may, must</i> ) to convey various conditions.   |           | <b>X</b>  |           |          |
|  |  | <b>Order adjectives</b> within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). | <b>X</b>  |           |           |          |
|  |  | Form and use <b>prepositional phrases</b> .   |           |           | <b>X</b>  |          |
|  |  | Produce <b>complete sentences</b> , recognizing and correcting inappropriate fragments and run-ons.   | <b>X</b>  |           |           |          |
|  |  | Correctly use <b>frequently confused words</b> (e.g., <i>to, too, two; there, their</i> ).  |           | <b>X</b>  | <b>X</b>  |          |
| <b>capitalization, punctuation, &amp; spelling</b>             | Use correct <b>capitalization</b> .  | <b>X</b>  |           |           |           |          |
|  | Use <b>commas</b> and <b>quotation marks</b> to mark direct speech and quotations from a text.   | <b>X</b>  |           |           |           |          |
|  | Use a <b>comma</b> before a <b>coordinating conjunction</b> in a compound sentence.  |   | <b>X</b>  |           |           |          |
|  | <b>Spell</b> grade-appropriate words correctly, consulting references as needed.   | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>  |          |
| <b>knowledge of language</b>                                   | Choose <b>words and phrases</b> to convey ideas precisely.   | <b>X</b>  | <b>X</b>  |           |           |          |
|  | Choose <b>punctuation</b> for effect.  | <b>X</b>  | <b>X</b>  |           |           |          |
|  | Differentiate between contexts that call for <b>formal English</b> (e.g., presenting ideas) and situations where <b>informal discourse</b> is appropriate (e.g., small-group discussion).                  |   |           | <b>X</b>  | <b>X</b>  |          |
| <b>unknown and multiple-meaning words &amp; phrases</b>        | Use <b>context</b> (e.g., definitions, examples, or restatements in text) as a <b>clue</b> to the meaning of a word or phrase.   | <b>X</b>  | <b>X</b>  |           |           |          |
|  | Use common, grade-appropriate Greek and Latin <b>affixes</b> and <b>roots</b> as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).  | <b>X</b>  | <b>X</b>  | <b>X</b>  |           |          |
|  | Consult <b>reference materials</b> (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. |   | <b>X</b>  | <b>X</b>  |           |          |
| <b>explore word relationships and nuances in word meanings</b> | Explain the meaning of simple <b>similes</b> and <b>metaphors</b> (e.g., <i>as pretty as a picture</i> ) in context.   |   | <b>X</b>  |           |           |          |
|  | Recognize and explain the meaning of common <b>idioms</b> , <b>adages</b> , and <b>proverbs</b> .  |   |           | <b>X</b>  |           |          |
|  | Demonstrate understanding of words by relating them to their <b>opposites</b> (antonyms) and to words with <b>similar but not identical meanings</b> (synonyms).   |   | <b>X</b>  |           |           |          |

### Websites to Support Your Child with Reading

- ✓ [Storyline Online](#): Storyline Online provides numerous videos of stories read aloud by actors.
- ✓ [Epic](#): Epic is a digital library with access to over 25,000 books for a monthly fee.
- ✓ [Sunshine State Young Reader Award Books](#): This link provides information on the 15 SSYRA books for 2017-2018.
- ✓ [Find a Book](#): Find a Book will help you build a reading list that is 'just right' for each reader.
- ✓ [FSA Portal](#): The portal has FSA test specifications and sample test items.
- ✓ [Reading Rockets](#): Reading Rockets provides a variety of resources parents can use with growing readers.
- ✓ [Read, Write, Think Video](#): Video explaining how to use the free resources available on Read, Write, Think to engage students after school and at home.

### Websites to Support Your Child's Overall Learning

- ✓ [ABCYa](#): ABCYa is an online resource students can use to review fourth grade skills.
- ✓ [Jump Start](#): Jump Start is an online resource with a variety of free, printable 4<sup>th</sup> grade resources.
- ✓ [Read, Write, Think](#): Materials to help make the most of time out of school.
- ✓ [FSA Students and Families](#): This page provides access to general information about the Florida Standards Assessments (FSA) and links to other FSA resources.

### Websites to Support Your Child with Language

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|---|---|--|
| <ul style="list-style-type: none"><li>✓ <u>Grammar Information</u><ul style="list-style-type: none"><li>○ Use <a href="#">modal auxiliaries</a></li><li>○ Use <a href="#">relative pronouns</a> (<i>who, whose, whom, which, that</i>)</li><li>○ Use <a href="#">relative adverbs</a> (<i>where, when, why</i>)</li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <u>Conventions Information</u><ul style="list-style-type: none"><li>○ Correct Use of <a href="#">Commas and Quotation Marks</a></li><li>○ Correct Use of <a href="#">Commas with Coordinating Conjunction</a></li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <u>Vocabulary Information</u><ul style="list-style-type: none"><li>○ Learn about <a href="#">Affixes and Root Words</a></li><li>○ Using <a href="#">Reference Materials</a></li><li>○ Meaning of <a href="#">Similes and Metaphors</a></li></ul></li></ul> |
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**Note:** All standards are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.