

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

Standard		Quarter 1	Quarter 2	Quarter 3	Quarter 4
LITERATURE	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X	X
	Determine a theme of a story, drama or poem from the details in the text; summarize the text.		X		
	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).		X		
	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant <i>characters found in mythology (e.g., Herculean)*</i> .	X	X	X*	X
	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.	X			
	Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.			X	
	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.	X			
	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and the patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			X	
	By the end of the year , 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.	X	X	X	X
INFORMATIONAL TEXT	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X	X
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	X			
	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.		X		
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	X	X	X	X
	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.	X			
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			X	
	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.	X			
	Explain how an author uses reasons and evidences to support particular points in a text.		X		
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		X		
	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.	X	X	X	X

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WRITING	Write <i>opinion</i> pieces on topics or texts, supporting a point of view with reasons and information. (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. (b) Provide <u>reasons</u> that are supported by facts and details. (c) <u>Link opinions and reasons</u> using words and phrases (e.g., for instance, in order to, in addition). (d) Provide a <u>concluding statement</u> or section related to the opinion presented.			X	
	Write <i>informative/ explanatory</i> texts to examine a topic and convey ideas and information clearly. (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. (b) <u>Develop the topic</u> with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (c) <u>Link ideas</u> within categories of information using words & phrases (e.g., another, for example, also). (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.		X		
	Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Establish a situation and introduce a <u>narrator</u> and/or <u>characters</u> ; organize an event sequence that unfolds naturally. (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. (c) <u>Use temporal words and phrases</u> to signal event order. (d) Provide a sense of <u>closure</u> .	X			X
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	X	X	X	X
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing .	X	X	X	X
	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 <u>keyboard skills</u> to type a minimum of one page in a single sitting.	X	X	X	X
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		X		
	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.	X	X	X	X
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	X	X	X
	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.	X	X	X	X

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	Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
SPEAKING AND LISTENING	Engage effectively in a range of collaborative discussions (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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	X	X	X	X
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			X	
	Identify the reasons and evidence a speaker provides to support particular points.		X		
	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.	X	X		X
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				X
	Differentiate between contexts 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.	X			
FOUNDATIONS	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 multi-syllabic words in context and out of context.	X			
	Read with sufficient accuracy and fluency to support comprehension . (a) Read on-level text with purpose and understanding (b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	X	X	X

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

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 4th 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">✓ <u>Grammar Information</u><ul style="list-style-type: none">○ Use modal auxiliaries○ Use relative pronouns (<i>who, whose, whom, which, that</i>)○ Use relative adverbs (<i>where, when, why</i>) | <ul style="list-style-type: none">✓ <u>Conventions Information</u><ul style="list-style-type: none">○ Correct Use of Commas and Quotation Marks○ Correct Use of Commas with Coordinating Conjunction | <ul style="list-style-type: none">✓ <u>Vocabulary Information</u><ul style="list-style-type: none">○ Learn about Affixes and Root Words○ Using Reference Materials○ Meaning of Similes and Metaphors |
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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.