

**St. Johns County School District: Fourth Grade ELA Public Year-at-a-Glance 2019-2020**

Standard		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>LITERATURE</b>	<b>Refer to details and examples in a text</b> when explaining what the text says explicitly and when <b>drawing inferences</b> from the text.	<b>X</b>			
	Determine a <b>theme</b> of a story, drama or poem from the details in the text; <b>summarize</b> the text.		<b>X</b> <i>(theme)</i>	<b>X</b> <i>(summarize)</i>	
	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>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 <b>drawing inferences</b> from the text.	<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> <i>(main idea)</i>			<b>X</b> <i>(summarize)</i>
	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. (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.			<b>X</b>	
	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.		<b>X</b>		
	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> .	<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. 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. b. Follow agreed-upon <b>rules</b> for discussions and carry out assigned roles. 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. 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. (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>X</b>	<b>X</b>	<b>X</b>
	<b>Read with sufficient accuracy and fluency</b> to support <b>comprehension</b> . (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.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

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<b>grammar and usage when writing or speaking</b>	Demonstrate legible <b>cursive writing</b> skills.			<b>X</b>	<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>	<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 2019-2020.
- ✓ [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.