



St. Johns County School District
Fourth Grade – ELA – Public Year-at-a-Glance 2026-2027



STANDARD		BENCHMARK	QTR 1	QTR 2	QTR 3	QTR 4
Reading Prose and Poetry	Literary Elements	ELA.4.R.1.1: Explain how setting , events , conflict, and character development contribute to the plot in a literary text.	✓	✓	✓	
	Theme	ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details , in a literary text.	✓	✓	✓	✓
	Perspective and Point of View	ELA.4.R.1.3: Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	✓	✓		
	Poetry	ELA.4.R.1.4: Explain how a rhyme and structure create meaning in a poem	✓	✓	✓	✓
Reading Informational Text	Structure	ELA.4.R.2.1: Explain how text features contribute to the meaning & identify the text structures of problem/solution , sequence, & description in texts.		✓	✓	✓
	Central Idea	ELA.4.R.2.2: Explain how relevant details support the central idea , implied or explicit.	✓	✓	✓	✓
	Purpose & Perspective	ELA.4.R.2.3: Explain an author's perspective toward a topic in an informational text.	✓		✓	✓
	Argument	ELA.4.R.2.4: Explain an author's claim and the reasons and evidence used to support the claim .			✓	✓
Reading Across Genres	Interpreting Figurative Language	ELA.4.R.3.1: Explain how figurative language contributes to meaning in text(s).	✓	✓	✓	✓
	Paraphrasing and Summarizing	ELA.4.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.	✓	✓	✓	✓
	Comparative Reading	ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.	✓		✓	✓

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Communicating through Writing	Handwriting	ELA.4.C.1.1: Demonstrate legible cursive writing skills.	✓	✓	✓	✓
	Narrative Writing	ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.		✓	✓	✓
	Argumentative Writing	ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	✓	✓	✓	
	Expository Writing	ELA.4.C.1.4: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	✓	✓		✓
	Improving Writing	ELA.4.C.1.5: Improve writing by planning, revising, and editing , with guidance and support from adults and feedback from peers.	✓	✓	✓	✓
Communicating Orally	Oral Presentation	ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.				✓
Researching	Researching and Using Information	ELA.4.C.4.1: Conduct research to answer a question, organizing information about the topic, using multiple valid sources.				✓
Creating and Collaborating	Multimedia	ELA.4.C.5.1: Arrange multimedia elements to create emphasis in oral or written tasks.				✓
	Technology in Communication	ELA.4.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.			✓	✓
Finding Meaning	Academic Vocabulary	ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	✓	✓	✓	✓
	Morphology	ELA.4.V.1.2: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	✓		✓	✓
	Context and Connotation	ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials , and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	✓	✓	✓	✓

STANDARD		BENCHMARK	QTR 1	QTR 2	QTR 3	QTR 4
Learning and Applying Foundations	Phonics and Word Analysis	ELA.4.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.	✓	✓	✓	✓
	Fluency	ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity , and appropriate prosody or expression .	✓	✓	✓	✓
Following Conventions	Conventions	ELA.4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.				
		Use conjunctions.	✓		✓	✓
		Use subject-verb agreement with intervening clauses and phrases.		✓		✓
		Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓		✓	✓

Websites to Support Your Child with Reading

- ✓ [**Parent Guide for Grade 4 English Language Arts**](#)
- ✓ [**Just Read, Florida!**](#): State-provided resources to help families support their child's development of reading skills.
- ✓ [**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 2026-2027.
- ✓ [**Find a Book**](#): Find a Book will help you build a reading list that is 'just right' for each reader.
- ✓ [**Portal for Florida Statewide Assessments**](#): Learn more about the Florida Assessment of Student Thinking, the progress monitoring assessment that is administered three times each year.
- ✓ [**Reading Rockets: Literacy at Home**](#): Reading Rockets provides a variety of resources parents can use with growing readers.

Websites to Support Your Child's Overall Learning

- ✓ [**ABCYa**](#): ABCYa is an online resource students can use to review Fourth Grade skills.
- ✓ [**Clever**](#): Log into Clever for access to Student Textbooks and other instructional resources.
- ✓ [**Read, Write, Think**](#): Materials to help make the most of time out of school.
- ✓ [**Benchmark Advance for Families**](#): Benchmark Advance is our district adopted literacy resource aligned to Florida's B.E.S.T. Standards and the science of reading. Families can access program information, home activities, and digital resources through Benchmark Universe to support literacy learning at home.

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.