

4th Grade ELA

Kentucky Academic Standards with Targets



English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 4	Standard #: 1
Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key details and examples in a text Explain the difference between explicit and inferred information	Explain how details and examples from the text support making inferences		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 4	Standard #: 2
Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Apply details of a text to determine the theme of a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>Define “theme” of a:</p> <ul style="list-style-type: none"> • story • drama • poem 	<p>Summarize key ideas and details for the theme of a:</p> <ul style="list-style-type: none"> • story • drama • poem 		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 4	Standard #: 3
Standard: 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).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the character, setting, and/or events in a story Identify specific details about: <ul style="list-style-type: none"> • characters • settings • events 	Describe: <ul style="list-style-type: none"> • a character's actions • a character's thoughts • the setting • events based on evidence in the text		

English Language Arts

CCR: Interpret words or phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 4	Standard #: 4
Standard: 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).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize words and phrases: <ul style="list-style-type: none"> • in a text • that allude to significant characters found in mythology, in a text Know significant Greek characters and their defining characteristics	Determine the meaning of words and phrases: <ul style="list-style-type: none"> • as they are used in a text • that allude to significant characters found in mythology as they are used in a text 		

English Language Arts

CCR: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts (e.g., a section, chapter, scene or stanza) relate to each other and the whole.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 4	Standard #: 5
Standard: 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.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain major differences between: <ul style="list-style-type: none"> • poems • drama • prose and refer to the structural elements: <ul style="list-style-type: none"> • poems (e.g., verse, rhyme, meter) • drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) • prose (e.g., characters, settings, descriptions, dialogue) when speaking or writing about text			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Literature	Cluster: Craft & Structure	Grade: 4	Standard #: 6
Standard: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> • vocabulary • compare, contrast • point of view • first and third narrations Recognize first and third narrations Identify point of view (including first and third person narrations) in a variety of stories	Compare the points of view from which different stories are narrated, including 1 st and 3 rd narrations Contrast the points of view from which different stories are narrated, including first and third person narrations		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard #: 7
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • story • drama in text, visually, and orally Identify descriptions in a story or drama: <ul style="list-style-type: none"> • in text • visually and orally Recognize stage directions in a story / drama both in text and a visual/oral presentation	Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version		

English Language Arts

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Literature	Cluster:	Grade: 4	Standard #: 8
Standard: Not applicable to literature			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard # 9
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify specific details that describe:</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p> <p>Identify similarities of two or more:</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p> <p>Identify differences of two or</p>	<p>Compare/Contrast two or more:</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p>		

<p>more:</p> <ul style="list-style-type: none"> • themes • topics • Patterns of events <p>in stories, myths, or traditional literature from different cultures</p> <p>Identify key features for comparing and contrasting:</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p>			
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English Language Arts

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading Literature	Cluster: Range of Reading and Level of Text Complexity	Grade: 4	Standard #: 10
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/Understand in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed	Comprehend independently in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed		

English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 4	Standard #: 1
Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain the difference between explicit and inferred information in a text Identify details and examples when: <ul style="list-style-type: none"> • explaining what the text says explicitly • drawing inferences from the text 	Explain what the text says using details and examples when: <ul style="list-style-type: none"> • identifying explicit information • drawing inferences 		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 4	Standard #: 2
Standard: Determine the main idea of a text & explain how it is supported by key details; summarize the text.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain how the supporting details determine the main idea of a text Summarize text	Summarize the text using key details		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 4	Standard #: 3
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify : <ul style="list-style-type: none"> • events • procedures • ideas • concepts in an informational text	Explain why the: <ul style="list-style-type: none"> • events • procedures • ideas • concepts in an informational text occurred Use specific information in the text to support explanation		

English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 4	Standard #: 4
Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas	Determine the meaning of: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas		

English Language Arts

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 4	Standard #: 5
Standard: 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.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the overall structure : <ul style="list-style-type: none"> • (e.g. , chronology • comparison • cause/effect • problem/solution) of a text or a part of a text			
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 4	Standard #: 6
Standard: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define vocabulary: <ul style="list-style-type: none"> • compare • contrast • firsthand account • secondhand account Describe the events or main ideas of each account	Compare the accounts of the event or topic Contrast the accounts of the event or topic Describe how the focus and information provided is different in each account		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard #: 7
Standard: 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.			
Type: _____ Knowledge _____ X _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define interpret Recognize text features of nonfiction Read: <ul style="list-style-type: none"> • graphs • charts • diagram • timelines, etc. Recognize interactive Web elements	Explain information from: <ul style="list-style-type: none"> • charts • diagrams • graphs • time lines • animations • interactive elements Interpret information that is presented: <ul style="list-style-type: none"> • visually • orally • quantitatively in text or in the Web		

	<p>Explain how information presented :</p> <ul style="list-style-type: none">• visually• orally• quantitatively <p>adds to a better understanding of the text or on the Web</p>		
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English Language Arts

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard #: 8
Standard: Explain how an author uses reasons and evidence to support particular points in a text.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Recognize differences between fact and opinion</p> <p>Define : evidence reason</p> <p>Identify the author’s reasons and evidence</p>	<p>Explain how an author uses:</p> <ul style="list-style-type: none"> • reasons to support particular points in a text • evidence to support particular points in a text 		

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard #: 9
Standard: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify information within two texts on the same topic	Integrate information from two texts on same topic		

English Language Arts

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading Informational Text	Cluster: Range of Reading and Level of Text Complexity	Grade: 4	Standard #: 10
Standard: 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 needed at the high end of the range.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in an informational text: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary	Comprehend independently in an informational text: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as necessary		

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 4	Standard #: 1
Standard: N/A			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 4	Standard #: 2
Standard: N/A			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster: Phonics and Word Recognition	Grade: 4	Standard #: 3
Standard: 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 multisyllabic words in context and out of context.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Know grade level-level phonics and word analysis skills in decoding words Identify: <ul style="list-style-type: none"> • syllabication patterns • root words Explain meanings of prefixes and suffixes Accurately read words with Latin roots	Apply grade level-level phonics and word analysis skills in decoding words Synthesize phonics and word analysis skills to decode words	Read accurately unfamiliar multisyllabic words in context and out of context.	

English Language Arts

CCR: N/A			
Strand: Reading Foundational Skills	Cluster: Fluency	Grade: 4	Standard #: 4
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and understand foundational skills for Reading #1-3 To support comprehension: <ul style="list-style-type: none"> • identify the purpose and understanding of text • identify oral reading with accuracy, appropriate rate, and expression on successive readings • identify rereading, when necessary, as a strategy when confirming or self-correcting words in text 	Apply foundational skills reflected in Reading #1-3 To support comprehension: <ul style="list-style-type: none"> • determine the purpose for reading on-level text • apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings • confirm or self correct word recognition and understanding by using context 	To support comprehension: <ul style="list-style-type: none"> • read on-level text fluently and accurately • reread with fluency as necessary Read with: <ul style="list-style-type: none"> • accuracy • appropriate rate • expression on successive readings 	

<ul style="list-style-type: none">• understand how context can help to confirm or self correct word recognition			
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English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 4	Standard #: 1
Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. 			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ X _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize facts and details Explain : <ul style="list-style-type: none"> organizational structures use of linking words and phrases purpose of concluding statement or section writer’s purpose point of view 	Determine how to introduce the topic or text clearly Formulate an opinion Organize by grouping related ideas to support the writer’s purpose Provide reasons that are supported with facts and details		Create an opinion piece on topics or texts, supporting it with reasons and information. Product should include: <ul style="list-style-type: none"> clear Introduction of topic or text statement of opinion strong organizational structure in which related ideas are grouped to support the writer’s purpose

	<p>Link opinions and reasons using words and phrases (e.g., for instance, in order, in addition)</p> <p>Provide a conclusion related to the opinion presented</p>		<ul style="list-style-type: none"> • reasons that are supported by facts and details • links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) • a concluding statement or section related to the opinion presented
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English Language Arts

CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 4	Standard #: 2
Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because.) d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 			
Type _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • a topic that is clear • related-information grouped together in: <ul style="list-style-type: none"> ○ paragraphs ○ sections that contain: <ul style="list-style-type: none"> ○ formatting ○ illustrations ○ multimedia when useful in aiding comprehension 	Develop: <ul style="list-style-type: none"> • a topic that is clearly introduced • related-information grouped in: <ul style="list-style-type: none"> ○ paragraphs ○ sections that contain: <ul style="list-style-type: none"> ○ formatting ○ illustrations 		Write informative/explanatory texts that includes: <ul style="list-style-type: none"> • a topic that is clearly introduced • related-information grouped in: <ul style="list-style-type: none"> ○ paragraphs ○ sections that contain: <ul style="list-style-type: none"> ○ formatting ○ illustrations

<ul style="list-style-type: none"> • a topic developed with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ concrete details ○ quotations ○ other information ○ examples related to the topic. • linked ideas within categories of information using words and phrases • precise language and domain-specific vocabulary to inform about or explain the topic. • a concluding statement or section related to the information or explanation presented 	<ul style="list-style-type: none"> ○ multimedia when useful in aiding comprehension • a topic developed with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ concrete details ○ quotations ○ other information ○ examples related to the topic. • linked ideas within categories of information using words and phrases • precise language and domain-specific vocabulary to inform about or explain the topic. • a concluding statement or section related to the information or explanation presented 		<ul style="list-style-type: none"> ○ multimedia when useful in aiding comprehension • a topic developed with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ concrete details ○ quotations ○ other information ○ examples related to the topic. • linked ideas within categories of information using words and phrases • precise language and domain-specific vocabulary to inform about or explain the topic • a concluding statement or section related to the information or explanation presented
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English Language Arts

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 4	Standard #: 3
Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the: <ul style="list-style-type: none"> • story elements • structure of a narrative • use of dialogue and description to develop experiences, events or characters Recognize transitional words used to develop sequence	Establish a situation, a narrator and/or characters Sequence events logically using transitional words to move the events along Use dialogue and description to develop experiences and events		Write a narrative to develop real or imagined experiences that: <ul style="list-style-type: none"> • establishes a situation, a narrator or character(s) • uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters • uses transitional words and phrases • provides a conclusion

Describe how writers use concrete and sensory details	Use concrete and/or sensory details to develop experiences or events Establish conclusions aligned with sequence of events		
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English Language Arts

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 4	Standard #: 4
Standard: Produce clear and cohesive 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)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
(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: <ul style="list-style-type: none"> • task • purpose • audience Determine suitable: <ul style="list-style-type: none"> • idea development strategies, • organization, appropriate to task, purpose, and audience (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)	(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose, and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)

English Language Arts

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 4	Standard #: 5
Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>With guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 4 on pages 28 and 29)</p>	<p>With guidance and support from peers and adults, students develop and develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 		

English Language Arts

CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	Cluster: Production & Distribution of Writing	Grade: 4	Standard #: 6
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With some guidance and support: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • evaluate the appropriate technology tools for: • producing and publishing writing • for collaborating with others 	With some guidance and support: <ul style="list-style-type: none"> • 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 	

English Language Arts

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 4	Standard #: 7
Standard: Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Conduct short research projects	Conduct short research projects that investigate different aspects of a topic		

English Language Arts

CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 4	Standard #: 8
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify relevant information in a passage	Gather relevant information from print and digital sources		
Recall and gather relevant information from experience	Categorize information		
Take notes	Distinguish between relevant and irrelevant information		
Provide source list			

English Language Arts

CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 4	Standard #: 9
Standard: 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...) b. Apply grade 4 reading standards to informational texts .(e.g. Explain how an author uses...)			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text		

English Language Arts

CCR: 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 tasks, purposes, and audiences.			
Strand: Writing	Cluster: Range of Writing	Grade: 4	Standard #: 10
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the various purposes for writing Identify and understand the various organizational structures related to different genres or purposes for writing	Determine: <ul style="list-style-type: none"> • 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 	Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences	

English Language Arts

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: 4	Standard #: 1
Standard: 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.			
<ul style="list-style-type: none"> 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 clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas from reading material	Relate information read to discussion topics	Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts	
Identify ways to listen effectively	Evaluate implementation of discussion rules and roles	Listen actively to discussions and presentations	
Describe discussion rules and roles	Formulate questions and responses based on comments made by others during discussion	Follow agreed-upon rules during discussion	
Know how to pose questions and provide feedback			

<p>Identify key ideas presented during discussion</p>	<p>Explain the topic using personal ideas, opinions, and reasoning</p> <p>Think critically about ideas posed</p> <p>Justify responses by providing evidence to support reasoning</p>	<p>Carry out assigned roles during discussions</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Express ideas clearly</p>	
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English Language Arts

CCR: Integrates and evaluates information presented in diverse media and formats, including visually, quantitatively, and orally.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 4	Standard #: 2
Standard: Paraphrase portions of a text read aloud for information presented in diverse media and formats, including visually, quantitatively, and orally.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Paraphrase information from a text presented orally from a variety of media formats including: <ul style="list-style-type: none"> • visual • quantitative • oral 			

English Language Arts

CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 4	Standard #: 3
Standard: Identify the reasons and evidence a speaker provides to support particular points.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a speaker’s points	Identify the reasons and evidence that support the speaker’s particular points		

English Language Arts

CCR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 4	Standard #: 4
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • a topic • a text • facts • descriptive details Identify and recall an experience Identify: <ul style="list-style-type: none"> • clearly pronounced and enunciated words • understandable pace 	Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience Determine appropriate facts that support main ideas or themes Determine relevant descriptive details that support main ideas or themes	Speak clearly at an understandable pace while: <ul style="list-style-type: none"> • reporting on a topic • telling a story • recounting an experience in an organized manner using: <ul style="list-style-type: none"> ○ appropriate facts ○ relevant, descriptive details to support main ideas or themes 	

English Language Arts

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 4	Standard # 5
Standard: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify main idea Identify theme	Determine when appropriate to enhance main idea or theme main idea and theme in audio	Add audio recordings to enhance the development of main idea or theme in presentations Add visual displays to enhance the development of main idea or theme in presentations	

English Language Arts

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking and Listening	Cluster: Presentation of knowledge and ideas	Grade: 4	Standard #: 6
Standard: 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 grade 4 Language standards for specific expectations.)			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • audience • task • situation Identify characteristics of formal and informal speaking (The underpinning knowledge targets are found in Language Standards 1 and 3)	Distinguish between formal and informal speech Analyze situation to determine appropriate speech use (formal English or informal discourse)	Speak using formal English when appropriate to task and situation	

English Language Arts

CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 4	Standard #: 1
<p>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>			
<p>Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify relative: <ul style="list-style-type: none"> • pronouns • adverbs 	Demonstrate command of the conventions of standard English grammar and usage when writing	Demonstrate command of the conventions of standard English grammar and usage when speaking	
Recognize: <ul style="list-style-type: none"> • progressive verb tenses • modal auxiliaries/ helping verbs 	Use modal auxiliaries to convey various conditions	Use modal auxiliaries to convey various conditions	
Identify prepositional phrases	Order adjectives according to conventional patterns	Correct inappropriate fragments	

<p>Recognize:</p> <ul style="list-style-type: none">• fragments• run-ons <p>Identify frequently confused words/homophones</p> <p>.</p>	<p>Correct inappropriate:</p> <ul style="list-style-type: none">• fragments• run-ons in sentences		
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English Language Arts

CCR: Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 4	Standard #: 2
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 			
Type: X Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct: <ul style="list-style-type: none"> • capitalization • punctuation • spelling when writing Use commas and quotation marks in dialogue and when quoting from a text			

<p>Know many of the coordinating conjunctions (e.g., <i>and</i>, <i>but</i>, <i>for</i>, <i>or</i>, <i>nor</i>, <i>so</i>, <i>yet</i>) and that they connect two or more independent clauses (grammatically complete statements, questions or exclamations that could stand alone as full sentences)</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p> <p>Know procedures for efficiently finding correct spelling</p> <p>Consult references as needed</p>			
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English Language Arts

CCR: Apply knowledge of language to understand how language functions in a different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Strand: Language	Cluster: Knowledge of Language	Grade: 4	Standard #: 3
Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., small-group discussion). 			
Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize the conventions of language for: <ul style="list-style-type: none"> • writing • speaking • reading • listening Recognize types of punctuation Recognize the fundamentals of formal and informal English	Apply knowledge of language when: <ul style="list-style-type: none"> • writing • reading • listening Apply knowledge of language conventions when: <ul style="list-style-type: none"> • writing • reading • listening Choose words and phrases to convey ideas precisely when writing or speaking	Use knowledge of language when speaking Use knowledge of language conventions when speaking Use words and phrases to convey ideas precisely when speaking	

	Choose punctuation for effect Differentiate between contexts that call for formal English		
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English Language Arts

CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 4	Standard #: 4
<p>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. 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>). c. 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. 			
<p>Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and define Greek and Latin affixes and roots Identify common context clues (e.g., definitions, examples, restatements) in text Use common reference materials (e.g., thesaurus, dictionary, glossary)	Determine the meaning of unknown and multiple-meaning words by: <ul style="list-style-type: none"> • examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text) • using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., <i>telegraph, photograph, autograph</i>) 		

<p>Use a pronunciation guide</p> <p>Know how to use print and digital reference materials (e.g., dictionaries, glossaries and thesauri) to:</p> <ul style="list-style-type: none"> • find pronunciation • determine the meaning of key words and phrases 	<p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>		
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English Language Arts

CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 4	Standard #: 5
Standard: Demonstrate understanding of figurative language, word relationships, & nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context. b. Recognize and 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).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> • simple similes and metaphors • common idioms • adages • proverbs Recognize: <ul style="list-style-type: none"> • simple similes in context • metaphors in context • idioms in context • adages in context • proverbs in context 	Explain the meaning of : <ul style="list-style-type: none"> • simple similes and metaphors in context • common idioms, adages, and proverbs Distinguish between: <ul style="list-style-type: none"> • synonyms and antonyms • similes and metaphors 		

Identify synonyms and antonyms			
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English Language Arts

CCR: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 4	Standard #: 6
Standard: 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. <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g. <i>wildlife, conservation, and endangered</i> when discussing animal preservation).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Acquire grade appropriate: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases including those that: <ul style="list-style-type: none"> • signal precise actions • signal emotions • signal states of being • are basic to a particular topic 	Use accurately grade-appropriate: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases, including those that: <ul style="list-style-type: none"> • signal precise actions • signal emotions • signal states of being • are basic to a particular topic 		