



Blackford County Schools

4th Grade Language Arts Quarterly Information

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<p>.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.</p>	<p>4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p>	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. <p>Provide a concluding statement or section related to the position presented.</p>	<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., <i>what is the history of the Indy 500?</i>). • Use organizational features of print and digital sources to efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. <p>Present the research information, choosing from a variety of formats.</p>
<p>4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p>	<p>4.RV.2.1: Apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features (e.g., <i>charts, headings/subheadings, font/format</i>) to determine the meanings of unknown words.</p>	<p>4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.</p>	



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<p>4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.</p>	<p>4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p>	<p>4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>	
<p>4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>4.RV.2.4: Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning.</p>	<p>4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.</p>	
<p>4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i>).</p>	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. 	



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		<ul style="list-style-type: none"> • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. <p>Provide a concluding statement or section related to the position presented.</p>	
<p>4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</p>	<p>4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.</p>		
<p>4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</p>	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. 		



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	<ul style="list-style-type: none"> • Connect ideas using words and phrases. • Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. <p>Provide a concluding statement or section.</p>		
<p>4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>4.W.6.1a: Nouns/Pronouns –</p> <p>Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence.</p>		
<p>4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<p>4.W.6.1c: Adjectives/ Adverbs –</p> <p>Writing sentences using relative adverbs (e.g., <i>where, when</i>) and explaining their functions in the sentence.</p>		
<p>4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>4.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>		



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3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.		
4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.			
4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>).			
4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.			



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<p>4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>			
<p>4.RV.2.1: Apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features (e.g., <i>charts, headings/subheadings, font/format</i>) to determine the meanings of unknown words.</p>			
<p>4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p>			
<p>4.RV.2.4: Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning.</p>			
<p>4.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to find the pronunciation and clarify the precise meanings of words and phrases.</p>			



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<p>4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes</i>, <i>metaphors</i>, or <i>hyperbole</i>).</p>			
<p>4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>			
<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. 			



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<ul style="list-style-type: none"> • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or events. <p>4.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>). • Use technology to interact and collaborate with others to publish legible documents. 			



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<p>4.W.6.1b: Verbs –</p> <ul style="list-style-type: none"> • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>). 			
<p>4.W.6.1c: Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., <i>where</i>, <i>when</i>) and explaining their functions in the sentence.</p>			
<p>4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet</i>, <i>nor</i>, <i>so</i>).</p>			
<p>4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.</p>			
<p>4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p>			



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4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.			
4.SL.2.4: 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.			
4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.			
4.SL.3.2: Identify and use evidence a speaker provides to support particular points.			
4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.			



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<p>4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.</p>			
<p>4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.</p>			