

# Grade 4 Unpacking Standards- Language Arts

CCR ANCHOR STANDARD	Language Arts Florida Standard	Unpacking
<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>	
<b>Key Ideas and Details</b>		
<p>1. 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.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Fourth grade students should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements.</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>3. 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).</p>	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>	
<b>Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. 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.	Students at this level must link the reading of the text in a story to listening or viewing the same story. They will make connections by comparing what they read to what they visualized and heard. Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.
8. 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.		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. 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.	
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. 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.	Fourth grade students are capable of reading and understanding a variety of literature in grades 4-5 with assistance provided at the higher end.

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College and Career Readiness Anchor Standards for Reading	Reading Informational Text	
<b>Craft &amp; Structure</b>		
<p>4. 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.</p>	<p style="color: red;">4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p style="color: red;">Fourth grade students continue to find the meanings of general vocabulary words specific to fourth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text. At this level, students are required to find the similarities and differences in perspectives (first and second hand) about the same event or subject. They will give descriptions about how the information is presented for each perspective.</p>
<p>5. 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.</p>	<p style="color: blue;">5. 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.</p>	
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p style="color: purple;">6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	

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	<b>Reading Foundational Skills</b>	
<b>Phonics and Word Recognition</b>		
None	<p style="text-align: center; color: red;">3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center; color: red;">a. Use combined letter knowledge of all letter-sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p style="text-align: center; color: red;">Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi- syllabic words.</p> <p style="text-align: center; color: red;">Use questions and prompts such as: Does that sound right? Does that look right? Does that make sense? Look at the word, does it look like ...? You said ...does it look like ...?</p>
<b>Fluency</b>		
None	<p style="text-align: center; color: blue;">4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center; color: blue;">a. Read grade-level text with purpose and understanding.</p> <p style="text-align: center; color: blue;">b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p style="text-align: center; color: blue;">c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center; color: blue;">Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.</p> <p style="text-align: center; color: blue;">Use questions and prompts such as: Make your reading sound like the characters are talking. Go back and reread when it doesn't sound or look like you think it should.</p>

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Language</b>	
<b>Comprehension and Collaboration</b>		
<p>4. 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.</p>	<p>4. 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.</p>	<p>While adept at reporting on a topic or text, telling a story, or recounting an event, fourth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fourth graders will do so at an appropriate pace. Attention to details to support main ideas or themes is important in fourth grade.</p> <p>Students in the fourth grade will combine audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.</p> <p>Students in the fourth grade should be exposed to a numerous variety of speaking tasks so they will be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse.</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>6. 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.</p>	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Language</b>	
<b>Knowledge of Language</b>		
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p style="color: red;">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="color: red;">a. Choose words and phrases to convey ideas precisely.*</p> <p style="color: red;">b. Choose punctuation for effect.*</p> <p style="color: red;">c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion).</p>	<p style="color: red;">Students in grade 4 will use what they know about HOW language works when they write, speak, read, and listen.</p> <p style="color: red;">Students at this level will develop strategies to convey ideas and highlight effect. They will be able to choose between situations calling for informal versus formal English language discourse. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>

Grade 4 Unpacking Standards- Language Arts

CCR ANCHOR STANDARD	Language Arts Florida Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	Language	
<b>Vocabulary Acquisition and Use</b>		
<p>6. 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.</p>	<p>6. 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>“Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.”</p> <p>“General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.”</p> <p>“Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.”</p>





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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>	
<b>Craft &amp; Structure</b>		
4. 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.	4. 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).	<p style="color: red;">Students will continue to tell the meaning of words and phrases in a text and focus specifically on mythological characters. Students must tell the differences between poems, drama, and prose using structural elements to create an oral or written response to a text. Students will find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.</p>
5. 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.	5. 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.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Informational Text</b>	
<b>Key Ideas and Details</b>		
1. 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.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p style="color: red;">Fourth grade students are required to refer to specific examples when explaining the text and drawing conclusions.</p> <p style="color: blue;">Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words.</p> <p style="color: purple;">At this level, students tell how or why historical events, scientific ideas or “how to” procedures happened and use the text to support their answers</p>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. 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.	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Informational Text</b>	
<b>Craft &amp; Structure</b>		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. 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.	<p style="color: red; text-align: center;">Fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses</p> <p style="color: blue; text-align: center;">proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</p>
8. 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.	8. Explain how an author uses reasons and evidence to support particular points in a text.	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>Students are required to read and understand a wide range of informational texts within the fourth to fifth grade text level efficiently, with assistance as needed at the higher end, by the end of the year.</p>
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>		
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p style="text-align: center;">1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p style="text-align: center;">Students in Fourth Grade will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p>Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.). Fourth Grade students will also paraphrase portions of a text read aloud or information presented in multiple formats.</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p style="text-align: center;">2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Fourth Grade students should be able to identify the reasons a speaker provides to support points. This can be done through listening, questioning, and gathering information for a deeper understanding of a topic.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p style="text-align: center;">3. Identify the reasons and evidence a speaker provides to support particular points</p>	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Language</b>	
<b>Conventions of Standard English</b>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p style="color: red;">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="color: red;">a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p style="color: red;">b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p style="color: red;">c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p style="color: red;">d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p style="color: red;">e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p style="color: red;">g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>An understanding of language is essential for effective communication. “The inclusion of Language Standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p style="color: red;">Fourth grade student must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p style="color: blue;">At this level, emphasis expands to include relative pronouns and adverbs, progressive verb tenses, prepositional phrases, and more complex, complete sentences. With conventions, students are adept at ending punctuation, comma usage, and appropriate use of capitalization. Students at this level are spelling grade level words appropriately and consulting reference materials for spelling as needed.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>	

d. Spell grade-appropriate words correctly, consulting references as needed.

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<b>Vocabulary Acquisition and Use</b>		
<p>4. 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.</p>	<p style="color: red;">4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p style="color: red;">a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p style="color: red;">b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p style="color: red;">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>	<p style="color: red;">The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p style="color: blue;">Learning words at this stage includes exploring the meaning of simple similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus).</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p style="color: blue;">5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="color: blue;">a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p style="color: blue;">b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p style="color: blue;">c. Demonstrate understanding of words by relating them to their</p>	

or demonstrate understanding of words by relating them to their  
opposites  
(antonyms) and to words with similar but not identical meanings  
(synonyms).