



# MOHAWK

**Local School District**

*Preparing today's students for tomorrow's challenges*

## Mohawk Local Schools 4 th Grade ELA

### Quarter 1 Curriculum Guide

General Expectations of the ELA Standards

- A Focus on Results Rather than Means
- An Integrated Model of Literacy
- Research and Media Blended into the Standards as a Whole
- Shared Responsibility for Students' Literacy Development
- Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:

- Reading
- Writing
- Language
- Speaking and Listening

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:  
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)

(DOK 1):

- Identify key details and examples in a text
- Explain the difference between explicit and inferred information

(DOK 2)

	<ul style="list-style-type: none"> <li>• Explain how details and examples from the text support making inferences</li> </ul>
4.RL.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Apply details of a text to determine the theme of a: story drama poem Define “theme” of a: story, drama, poem</li> <li>• Define “theme” of a: story, drama, poem</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Summarize key ideas and details for the theme of a: story, drama, poem</li> </ul>
4.RL.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) (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify the character, setting, and/or events in a story</li> <li>• Identify specific details about: characters, settings, events</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Describe: a character’s actions, a character’s thoughts, the setting, and events based on evidence in the text</li> </ul>
4.RL.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) (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Recognize words and phrases: in a text that allude to significant characters found in mythology, in a text</li> <li>• Know significant Greek characters and their defining characteristics</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases: <ol style="list-style-type: none"> <li>1.) as they are used in a text</li> <li>2.) that allude to significant characters found in mythology as they are used in a text</li> </ol> </li> </ul>
4.RL.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. (DOK 1)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Explain major differences between: poems, drama, prose</li> <li>• refer to the structural elements: 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</li> </ul>
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Define: vocabulary, compare, contrast, point of view, first and third narrations</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize first and third narrations</li> <li>• Identify point of view (including first and third person narrations) in a variety of stories</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Compare the points of view from which different stories are narrated, including 1st and 3rd narrations</li> <li>• Contrast the points of view from which different stories are narrated, including first and third person narrations</li> </ul>
<p>4.RL.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. (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify: story, drama in text, visually, and orally</li> <li>• Identify descriptions in a story or drama: in text visually and orally</li> <li>• Recognize stage directions in a story / drama both in text and a visual/oral presentation</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p>4.RL.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. (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify specific details that describe: themes, topics, patterns of events in stories, myths, or traditional literature from different cultures</li> <li>• Identify similarities of two or more: themes, topics, patterns of events in stories, myths, or traditional literature from different cultures</li> <li>• Identify differences of two or more: themes, topics, patterns of events in stories, myths, or traditional literature from different cultures</li> <li>• Identify key features for comparing and contrasting: themes, topics, patterns of events in stories, myths, or traditional literature from different cultures</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Compare/Contrast two or more: themes, topics, patterns of events in stories, myths, or traditional literature from different</li> </ul>

	cultures
4.RL.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. (DOK 2)	(DOK 1) <ul style="list-style-type: none"> <li>Identify/Understand in literary text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>Comprehend independently in literary text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity</li> </ul>
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)	(DOK 1) <ul style="list-style-type: none"> <li>Explain the difference between explicit and inferred information in a text</li> <li>Identify details and examples when: explaining what the text says explicitly drawing inferences from the text</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>Explain what the text says, using details and examples when: identifying explicit information, drawing inferences</li> </ul>
4.RI.2 Determine the main idea of a text & explain how it is supported by key details; summarize the text. (DOK 2)	(DOK 1) <ul style="list-style-type: none"> <li>Explain how the supporting details determine the main idea of a text</li> <li>Summarize text</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>Summarize the text using key details</li> </ul>
4.RI.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. (DOK 2)	(DOK 1) <ul style="list-style-type: none"> <li>Identify : events, procedures, ideas, and concepts in an informational text</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>Explain why the: events, procedures, ideas, concepts in an informational text occurred</li> <li>Use specific information in the text to support explanation</li> </ul>
4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (DOK 2)	(DOK 1) <ul style="list-style-type: none"> <li>Identify: general academic domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas</li> </ul>

	<p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Determine the meaning of: general academic domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas</li> </ul>
4.RI.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. (DOK 1)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Determine the overall structure : (e.g. , chronology comparison cause/effect problem/solution) of a text or a part of a text</li> <li>• 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</li> </ul>
4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Define vocabulary: compare contrast firsthand account, secondhand account</li> <li>• Describe the events or main ideas of each account</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Compare the accounts of the event or topic</li> <li>• Contrast the accounts of the event or topic</li> <li>• Describe how the focus and information provided is different in each account</li> </ul>
4.RI.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. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Define interpret</li> <li>• Recognize text features of nonfiction</li> <li>• Read: graphs, charts, diagrams, timelines, etc.</li> <li>• Recognize interactive Web elements</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Explain information from: charts, diagrams, graphs, time lines, animations, interactive elements</li> <li>• Interpret information that is presented: visually, orally, quantitatively in text or in the Web</li> <li>• Explain how information presented : visually, orally, quantitatively, adds to a better understanding of the text or on the Web</li> </ul>
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Recognize differences between fact and opinion</li> </ul>

	<ul style="list-style-type: none"> <li>• Define : evidence, reason</li> <li>• Identify the author’s reasons and evidence</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>• Explain how an author uses: reasons to support particular points in a text, evidence to support particular points in a text</li> </ul>
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. (DOK 2)	(DOK 1) <ul style="list-style-type: none"> <li>• Identify information within two texts on the same topic</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>• Integrate information from two texts on same topic</li> </ul>
4.RI.10 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. (DOK 2)	(DOK 1) <ul style="list-style-type: none"> <li>• Identify/understand in an informational text: key ideas and details, craft and structure, integration of knowledge, and ideas at appropriate complexity</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>• Comprehend independently in an informational text: key ideas and details, craft and structure, integration of knowledge, and ideas at appropriate complexity</li> </ul>
4.RF.3 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. (DOK 3)	(DOK 1) <ul style="list-style-type: none"> <li>• Know grade level-level phonics and word analysis skills in decoding words</li> <li>• Identify: syllabication patterns root words</li> <li>• Explain meanings of prefixes and suffixes</li> <li>• Accurately read words with Latin roots</li> </ul> (DOK 2) <ul style="list-style-type: none"> <li>• Apply grade level-level phonics and word analysis skills in decoding words</li> <li>• Synthesize phonics and word analysis skills to decode words</li> </ul> (DOK 3) <ul style="list-style-type: none"> <li>• Read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
4.RF.4 Read with sufficient accuracy and fluency to support comprehension. (DOK 3)	(DOK 1) <ul style="list-style-type: none"> <li>• Identify and understand foundational skills for reading #1-3 to support comprehension: identify the purpose and understanding</li> </ul>

	<p>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, understand how context can help to confirm or self-correct word recognition</p> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Apply foundational skills reflected in Reading #1-3 to support comprehension: 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</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• To support comprehension: read on-level text, fluently and accurately reread with fluency as necessary</li> <li>• Read with: accuracy, appropriate rate, expression on successive readings</li> </ul>
<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (DOK 4)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Recognize facts and details</li> <li>• Explain : organizational structures, use of linking words and phrases, purpose of concluding statement or section, writer’s purpose, point of view</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Determine how to introduce the topic or text clearly</li> <li>• Formulate an opinion</li> <li>• Organize by grouping related ideas to support the writer’s purpose</li> <li>• Provide reasons that are supported with facts and details</li> <li>• Link opinions and reasons using words and phrases (e.g. , for instance, in order, in addition)</li> <li>• Provide a conclusion related to the opinion presented</li> </ul> <p>(DOK 4)</p> <ul style="list-style-type: none"> <li>• Create an opinion piece on topics or texts, supporting it with</li> </ul>

	<p>reasons and information.</p> <ul style="list-style-type: none"> <li>• Product should include: clear introduction of topic or text, statement of opinion, strong organizational structure in which related ideas are grouped to support the writer’s purpose, 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</li> </ul>
<p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (DOK 4)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify the: story elements, structure of a narrative, use of dialogue, and description to develop experiences, events or characters</li> <li>• Recognize transitional words used to develop sequence</li> <li>• Describe how writers use concrete and sensory details</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Establish a situation, a narrator and/or characters</li> <li>• Sequence events logically using transitional words to move the events along</li> <li>• Use dialogue and description to develop experiences and events</li> <li>• Use concrete and/or sensory details to develop experiences or events</li> <li>• Establish conclusions aligned with sequence of events</li> </ul> <p>(DOK 4)</p> <ul style="list-style-type: none"> <li>• Write a narrative to develop real or imagined experiences that: 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</li> </ul>
<p>4.W.4 Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience. (DOK 4)</p>	<p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Analyze the reason for writing a piece to decide on: task, purpose, and audience</li> <li>• Determine suitable: idea development, strategies, organization, appropriate to task, purpose, and audience</li> </ul> <p>(DOK 4)</p>



	<ul style="list-style-type: none"> <li>Analyze the reason for writing a piece to decide on: task, purpose, and audience</li> <li>Determine suitable: idea development, strategies, organization, appropriate to task, purpose, and audience</li> </ul>
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>With guidance and support from peers and adults, students recognize how to: plan, revise, edit, rewrite, try a new approach</li> <li>Know how to edit for conventions of writing demonstrating</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>With guidance and support from peers and adults, students develop and strengthen writing by: planning, revising, editing, rewriting, trying a new approach</li> </ul>
4.W.6 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. (DOK 3)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>With some guidance and support: use keyboarding skills, know how to use word processing to produce and publish writing, know how to use the Internet to communicate with others</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>With some guidance and support: evaluate the appropriate technology tools for: producing and publishing writing for collaborating with others</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>With some guidance and support: 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</li> </ul>
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>Conduct short research projects</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>Conduct short research projects that investigate different aspects of a topic</li> </ul>
4.W.8 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. (DOK 2)	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>Identify relevant information in a passage</li> <li>Recall and gather relevant information from experience</li> <li>Take notes</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide source list</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Gather relevant information from print and digital sources</li> <li>• Categorize information</li> <li>• Distinguish between relevant and irrelevant information</li> </ul>
<p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</li> <li>• Cite textual evidence to support analysis of what the text says explicitly</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Draw evidence from key ideas and details as support for research</li> <li>• Analyze key ideas and details in a text as evidence for support understanding of text</li> <li>• Reflect on key ideas and details in a text as evidence for support understanding of text</li> </ul>
<p>4.W.10 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. (DOK 3)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify the various purposes for writing</li> <li>• Identify and understand the various organizational structures related to different genres or purposes for writing</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Determine: 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</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences</li> </ul>
<p>4.SL.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. (DOK 3)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify key ideas from reading material</li> <li>• Identify ways to listen effectively</li> <li>• Describe discussion rules and roles</li> <li>• Know how to pose questions and provide feedback</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify key ideas presented during discussion</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Relate information read to discussion topics</li> <li>• Evaluate implementation of discussion rules and roles</li> <li>• Formulate questions and responses based on comments made by others during discussion</li> <li>• Explain the topic using personal ideas, opinions, and reasoning</li> <li>• Think critically about ideas posed</li> <li>• Justify responses by providing evidence to support reasoning</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts</li> <li>• Listen actively to discussions and presentations</li> <li>• Follow agreed-upon rules during discussion</li> <li>• Carry out assigned roles during discussions</li> <li>• Pose and respond to specific questions to clarify understanding of discussion or presentation</li> <li>• Connect comments to the remarks of others</li> <li>• Express ideas clearly</li> </ul>
<p>4.SL.2 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. (DOK 1)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Paraphrase information from a text presented orally from a variety of media formats including: visual, quantitative, and/or oral</li> </ul>
<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify a speaker's points</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Identify the reasons and evidence that support the speaker's particular points</li> </ul>
<p>4.SL.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. (DOK 3)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify: a topic a text facts descriptive details</li> <li>• Identify and recall an experience</li> <li>• Identify: clearly pronounced and enunciated words understandable pace</li> </ul> <p>(DOK 2)</p>

	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• Speak clearly at an understandable pace while: reporting on a topic telling a story recounting an experience in an organized manner using: appropriate facts, relevant, descriptive details to support main ideas or themes</li> </ul>
<p>4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (DOK 3)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify main idea</li> <li>• Identify theme</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Determine when appropriate to enhance main idea or theme main idea and theme in audio</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• Add audio recordings to enhance the development of main idea or theme in presentations</li> <li>• Add visual displays to enhance the development of main idea or theme in presentations</li> </ul>
<p>4.SL.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. (DOK 3)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify: audience task situation</li> <li>• Identify characteristics of formal and informal speaking</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Distinguish between formal and informal speech</li> <li>• Analyze situation to determine appropriate speech use (formal English or informal discourse)</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• Speak using formal English when appropriate to task and situation</li> </ul>
<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify relative: pronouns adverbs</li> </ul>

<p>3)</p>	<ul style="list-style-type: none"> <li>• Recognize: progressive verb tenses modal auxiliaries/ helping verbs</li> <li>• Identify prepositional phrases</li> <li>• Recognize: fragments run-ons Identify frequently confused words/homophones</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing</li> <li>• Use modal auxiliaries to convey various conditions</li> <li>• Order adjectives according to conventional patterns</li> <li>• Correct inappropriate: fragments run-ons in sentences</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when speaking</li> <li>• Use modal auxiliaries to convey various conditions</li> <li>• Correct inappropriate fragments</li> </ul>
<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Apply correct: capitalization punctuation spelling when writing</li> <li>• Use commas and quotation marks in dialogue and when quoting from a text</li> <li>• Know many of the coordinating conjunctions (e.g., and, but, for, or, nor, so, yet) and that they connect two or more independent clauses (grammatically complete statements, questions or exclamations that could stand alone as full sentences)</li> <li>• Use comma before a coordinating conjunction in a compound sentence Recall and apply spelling rules</li> <li>• Identify and correct misspelled words</li> <li>• Know procedures for efficiently finding correct spelling</li> <li>• Consult references as needed</li> </ul>
<p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (DOK 3)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Recognize the conventions of language for: writing speaking reading listening</li> <li>• Recognize types of punctuation</li> <li>• Recognize the fundamentals of formal and informal English</li> </ul>

	<p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Apply knowledge of language when: writing reading listening</li> <li>• Apply knowledge of language conventions when: writing reading listening</li> <li>• Choose words and phrases to convey ideas precisely when writing or speaking</li> <li>• Choose punctuation for effect</li> <li>• Differentiate between contexts that call for formal English</li> </ul> <p>(DOK 3)</p> <ul style="list-style-type: none"> <li>• Use knowledge of language when speaking</li> <li>• Use knowledge of language conventions when speaking</li> <li>• Use words and phrases to convey ideas precisely when speaking</li> </ul>
<p>4.L.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. (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Identify and define Greek and Latin affixes and roots</li> <li>• Identify common context clues (e.g., definitions, examples, restatements) in text</li> <li>• Use common reference materials (e.g., thesaurus, dictionary, glossary)</li> <li>• Use a pronunciation guide</li> <li>• Know how to use print and digital reference materials (e.g., dictionaries, glossaries and thesauri) to: find pronunciation and/or determine the meaning of key words and phrases</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Determine the meaning of unknown and multiple-meaning words by: 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., telegraph, photograph, autograph)</li> <li>• Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</li> </ul>
<p>4.L.5 Demonstrate understanding of figurative language, word relationships, &amp; nuances in word meanings. (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Define: simple similes and metaphors common idioms adages proverbs</li> <li>• Recognize: simple similes in context metaphors in context idioms</li> </ul>

	<p>in context adages in context proverbs in context</p> <ul style="list-style-type: none"> <li>• Identify synonyms and antonyms</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Explain the meaning of : simple similes and metaphors in context common idioms, adages, and proverbs</li> <li>• Distinguish between: synonyms and antonyms similes and metaphors</li> </ul>
<p>4.L.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). (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>• Acquire grade appropriate: general academic domain-specific words and phrases including those that: signal precise actions, signal emotions, signal states of being, are basic to a particular topic</li> </ul> <p>(DOK 2)</p> <ul style="list-style-type: none"> <li>• Use accurately grade-appropriate: general academic domain-specific words and phrases, including those that: signal precise actions, signal emotions, signal states of being, and/or are basic to a particular topic</li> </ul>