

Jackson County Core Curriculum Collaborative (JC4)

4th Grade ELA

Standard	Learning Targets in Student Friendly Language
RF.4.3	I can use word study and phonics skills to decode words.
RF.4.3.a	I can use my knowledge of letter sounds, syllables, and word parts to read unfamiliar words.
RF.4.3.a	I can analyze the structure of words by finding compound words, roots, prefixes and suffixes.
RF.4.3.a	I can use word structure to help read unfamiliar multisyllabic words.
RF.4.4	I can demonstrate comprehension by reading with accuracy and fluency.
RF.4.4.a	I can read grade level text fluently and show comprehension through voice, phrasing and expression.
RF.4.4.a	I can read with accuracy and recognize when a word doesn't make sense.
RF.4.4.a	I can self correct misread or misunderstood words by using context clues .
RF.4.4.a	I can reread with corrections when necessary.
RL.4.1	I can explain what an inference is.
RL.4.1	I can use details and examples in a text when explaining what the text says.
RL.4.1	I can use details and examples in a text when making inferences from the text.
RL.4.2	I can determine the theme in a text.
RL.4.2	I can analyze details in a text to identify a theme.
RL.4.2	I can recite a summary of a text.
RL.4.2	I can write a summary using details from the text.
RL.4.2	I can describe in depth the setting using evidence from the story.
RL.4.3	I can describe in depth the character (thoughts, words, and actions) using evidence from the story.
RL.4.3	I can use sections of a text to describe characters, settings or events.
RL.4.4	I can use strategies (e.g. context clues, root words, affixes) to determine the meaning of words and phrases.
RL.4.5	I can identify the common structural elements of poem, drama and prose.
RL.4.5	I can refer to the structural elements of a poem or drama and explain the difference.
RL.4.5	I can refer to the structural elements of a poem or drama to explain the information in the text.
RL.4.6	I can compare (determine similarities) the point of view in different stories.
RL.4.6	I can contrast (determine differences) the point of view in different stories.
RL.4.6	I can determine a narrator's or speaker's point of view in a story.
RL.4.6	I can identify basic points of view in stories (first person and third person).
RL.4.7	I can recognize when a visual or oral presentation is based on a text.
RL.4.7	I can identify where a text gives specific descriptions and direction that a visual or oral presentation uses.
RL.4.7	I can determine what is the same and what is difference between a written text and its visual or oral presentation.
RL.4.9	I can define themes in a story.
RL.4.9	I can identify similar themes, and or topics in two or more texts.
RL.4.9	I can compare how stories from different cultures treat the same theme or topic.
RL.4.9	I can contrast how stories from different cultures treat the same theme or topic.
RL.4.10	I can fluently read stories, dramas, and poetry, in the grades 4-5 text complexity by the end of the year.
RL.4.10	I can read and understand literature, including stories, dramas, and poetry, in the grades 4-5 text complexity by the end of the year.

RI.4.10	I can accurately read literature, including stories, dramas, and poetry, in the grades 4-5 text complexity by the end of the year.
RI.4.1	I can read closely and find answers directly in the text.
RI.4.1	I can define inference and explain how a reader used evidence from a text to reach a logical conclusion.
RI.4.1	I can read closely and find answers that require an inference.
RI.4.1	I can analyze an author's words and find details and examples to support both explicit (right there) and inferential questions.
RI.4.2	I can determine the main idea and details (who or what a text is mainly about) in a text.
RI.4.2	I can identify key details in a text and explain how they support the main idea.
RI.4.2	I can write a summary using the main idea and key details from a text.
RI.4.3	I can identify events, procedures, ideas, and concepts in different types of text.
RI.4.3	I can use specific information in a text (eg., historical, scientific, technical) to explain events, procedures ideas and/or concepts, including what happened and why.
RI.4.4	I can determine the meaning of words in a text.
RI.4.4	I can identify domain specific (content) words or phrases in a text.
RI.4.4	I can use strategies (eg. context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text.
RI.4.4	I can locate and use resources (eg, glossary, footnote, dictionary) to help me in determining the meaning of words and phrases.
RI.4.5	I can identify and explain how text features (headings, index, table of contents, glossary) are used in an informational text.
RI.4.5	I can determine the main idea in an informational text using details and text features to explain the key points in the text.
RI.4.5	I can describe the sequence of events in a text.
RI.4.5	I can compare and contrast information in a text.
RI.4.5	I can determine the problem/solution in a text.
RI.4.6	I can find the similarities between two different accounts of the same event or topic.
RI.4.6	I can find the differences between two different accounts of the same event or topic.
RI.4.6	I can compare and contrast two different accounts of the same event or topic by thinking about the different points of view.
RI.4.7	I can use the visuals (charts, graphs, pictures, diagrams) in a text to better understand the subject.
RI.4.7	I can use visuals in an informational text such as charts, graphs, or pictures, to explain how the information presented helps my understanding of the text.
RI.4.7	I can explain how visuals (eg. graphs, picture, diagrams, charts, media clips) help a reader understand the text.
RI.4.8	I can locate the reasons and evidence used to support particular points in a text.
RI.4.8	I can explain how the reasons and evidence support the particular points in a text.
RI.4.9	I can locate information from two texts on the same topic.
RI.4.9	I can use information from two sources to write or talk about a subject knowledgeably.
RI.4.10	I can read 4th grade text showing comprehension through accuracy, expression, and timing.
W.4.1	I can write an opinion piece on a topic or text.
W.4.1.a	I can create an organizational structure in which related ideas are grouped to introduce my topic and opinion.
W.4.1.a	I can state an opinion and provide reasons .

W.4.1.b	I can provide reasons for my opinion supported by facts and details.
W.4.1.c	I can link opinion and reasons using transitional words.
W.4.1.d	I can write a conclusion to my opinion piece.
W.4.2	I can write an informational text.
W.4.2.a	I can organize my writing and use text features to help readers better understand a topic.
W.4.2.b	I can use specific information like facts, definitions, and details to support a topic.
W.4.2.c	I can use words and phrases to connect ideas within sections.
W.4.2.d	I can use specific words related to the topic to support my writing.
W.4.2.e	I can write a conclusion related to the topic.
W.4.3	I can write a narrative story.
W.4.3.a	I can create an interesting lead that introduces characters.
W.4.3.a	I can organize the events of my writing in sequence.
W.4.3.b	I can use dialogue to enhance my writing.
W.4.3.c	I can use transitional words to show the sequence of events.
W.4.3.d	I can use concrete words and sensory details to enhance my writing.
W.4.3.e	I can create a conclusion to complete my writing.
W.4.4	I can identify the writing style/genre (eg., opinion, informative/explanatory, narrative) that best fits my task, purpose and audience.
W.4.4	I can use organizational structures to develop my writing ideas.
W.4.5	I can use prewriting strategies to form ideas (eg., graphic organizers, brainstorming, list)
W.4.5	I can describe why a well written piece requires more than one draft.
W.4.5	I can use revision strategies (eg., reading alouds, checking for misunderstandings, adding and deleting details) with the help of others.
W.4.5	I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
W.4.5	I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
W.4.6	I can use technology that will help me produce, edit, and publish my writing.
W.4.6	I can choose credible websites on the Internet that will help me compose, edit, and publish my writing.
W.4.6	I can collaborate with peers, teachers, and others to produce and publish my writing.
W.4.6	I can use proper keyboarding skills to compose and prepare my writing for publication.
W.4.7	I can define research and explain how research is different from other types of writing.
W.4.7	I can focus my research around a question/topic that is provided or determine my own research worthy question.
W.4.7	I can gather a variety of information about my research topic.
W.4.8	I can recall information from experiences or gather information from print and digital sources about a topic.
W.4.8	I can take notes about a topic.
W.4.8	I can sort information from my notes into categories.
W.4.8	I can prepare a list of sources used during my research.
W.4.9	I can define and use textual evidence.
W.4.9	I can determine textual evidence that supports my analysis, reflection, and/or research.
W.4.9	I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.
SL.4.1	I can read and study materials to be discussed.
SL.4.1	I can list important information about the topic to be discussed.

SL.4.1	I can identify and follow agreed upon rules for discussion and assigned roles.
SL.4.1	I can ask questions when I don't understand.
SL.4.1	I can stay on topic by making comments about the information being discussed.
SL.4.1	I can make connections between the comments of others.
SL.4.1	I can explain my own ideas and tell what I've learned from the discussion.
SL.4.2	I can identify information from a text being read aloud.
SL.4.2	I can identify information that is presented in different formats (eg., media, charts, graphs, websites, speeches).
SL.4.2	I can paraphrase the information gathered to determine the main idea and support details of a presentation.
SL.4.3	I can identify points being made by a speaker.
SL.4.3	I can determine the reasons and evidence a speaker used to support his/her point.
SL.4.4	I can present my topic, text, story in a logical order.
SL.4.4	I can report my information by speaking clearly at an appropriate pace.
SL.4.4	I can present my topic, text, story or experience with facts and (relevant) descriptive details that support the main idea or theme.
SL.4.5	I can identify main ideas or themes in my presentation that could be enhanced.
SL.4.5	I can determine and include an appropriate audio recording or visual display to enhance my main ideas or themes.
SL.4.6	I can identify situations where formal English is needed and where informal English is appropriate.
L.4.1	I can use grammar correctly in my writing and speaking.
L.4.1.a	I can use relative pronouns in my writing.
L.4.1.a	I can use relative adverbs in my writing.
L.4.1.b	I can form correct verb tenses.
L.4.1.c	I can use helping verbs (eg., can, may, and must) to express time and mood in my writing.
L.4.1.d	I can use adjectives in the correct order in a sentence.
L.4.1.e	I can form and use prepositional phrases in my writing.
L.4.1.d	I can produce complete sentences and recognize fragments and run-ons.
L.4.1.g	I can use homophones correctly in my writing.
L.4.2.a	I can determine when to capitalize words.
L.4.2.b	I can punctuate dialogue correctly by using commas and placing quotations marks around direct speech.
L.4.2.b	I can use quotation marks to indicate words I have taken directly from a text.
L.4.2.c	I can identify a compound sentence and use a comma before the coordinating conjunction that connects the two sentences.
L.4.2.d	I can identify misspelled words and use resources to assist me in spelling correctly.
L.4.3.a	I can choose words and phrases carefully to make sure my ideas are clearly presented to my reader.
L.4.3.b	I can use punctuation to create effects and interest.
L.4.3.c	I can identify when formal English is needed and when informal English is appropriate.
L.4.4	I can use strategies to understand unfamiliar words and phrases.
L.4.4.a	I can use context clues to determine the meaning of unknown words.
L.4.4.b	I can use Greek affixes and roots as clues to the meaning of words.
L.4.4.b	I can use Latin Affixes and roots as clues to the meaning of words.
L.4.4.c	I can use reference materials to learn about unfamiliar words and phrases.

L.4.5	I can distinguish between literal language (it means what it says exactly) and figurative language (sometimes what it says is not exactly what it means).
L.4.5.a	I can explain the meaning of simple similes in context.
L.4.5.a	I can explain the meaning of simple metaphors in context.
L.4.5.b	I can recognize and explain the meaning of common idioms.
L.4.5.b	I can recognize and explain the meaning of common adages.
L.4.5.b	I can recognize and explain the meaning of common proverbs.
L.4.5.c	I can recognize words by relating them to their opposites (antonyms).
L.4.5.c	I can recognize words by relating them to their similar but not identical meanings (synonyms).
L.4.6	I can recognize the difference between general academic words and phrases (Tier 2) and domain specific words and phrases (Tier 3).
L.4.6	I can use (grade appropriate) academic and domain-specific word/phrases including words that signal precise action, emotion, or states of being and that are basic to a particular topic.