



**Community Consolidated
School District 46**

565 Frederick Road, Grayslake, IL 60030

24-25 Fourth Grade Literacy Priority Standards

© 2024 All rights reserved by CCSD 46. Do not copy without permission.

Trimester 1	Trimester 2	Trimester 3
Foundational Skills	Foundational Skills	Foundational Skills
F.4.3 Student can show what they have learned about letters, sounds and words in my reading. 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.	F.4.3 Student can show what they have learned about letters, sounds and words in my reading. 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.	F.4.3 Student can show what they have learned about letters, sounds and words in my reading. 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.
F.4.4 Student can fluently read and understand books at their level well. 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.	F.4.4 Student can fluently read and understand books at their level well. 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.	F.4.4 Student can fluently read and understand books at their level well. 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.
Literature	Literature	Literature
RL.4.2 Student can figure out the theme of a fiction text by thinking about the details in the text. Student can summarize a fiction text in their own words.	RL.4.1 Student can explain a story by referring to details and examples in the text.	RL.4.2 Student can figure out the theme of a fiction text by thinking about the details in the text. Student can summarize a fiction text in their own words.
RL.4.3 Student can use specific details in fiction text to help them describe a character, setting or event in the story.	RL.4.9 Student can compare and contrast how authors from different cultures write about similar themes and patterns of events (e.g., good vs. evil, the quest) in stories, myths and traditional literature.	RL.4.3 Student can use specific details in fiction text to help them describe a character, setting or event in the story.
Writing	Informational Text	Informational Text
W.4.1 Student can write to share their opinion on topics or texts and provide reasons and information to support that opinion. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	RI.4.2 Student can figure out the main idea in informational texts. Student can explain how the main idea in informational texts is supported by the details in the text. Student can use their own words to summarize informational texts they have read.	RI.4.9 Student can compare and contrast how authors from different cultures write about similar themes and patterns of events (e.g., good vs. evil, the quest) in stories, myths and traditional literature.
W.4.3 Student can write stories with good technique, detailed descriptions and a clear sequence. 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.	RI.4.3 Student can read about and explain historical events and tell why they happened using information that was given in the text. Student can read about a scientific procedure, idea or concept and explain what and why it happened using information that was given in the text. Student can read about a technical procedure, idea or concept and explain what and why it happened using information that was given in the text.	RI.4.3 Student can read about and explain historical events and tell why they happened using information that was given in the text. Student can read about a scientific procedure, idea or concept and explain what and why it happened using information that was given in the text. Student can read about a technical procedure, idea or concept and explain what and why it happened using information that was given in the text.
Language	RI.4.7 Student can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help them explain their understanding of informational texts.	RI.4.7 Student can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help them explain their understanding of informational texts.
L.4.2 Student can show that they know how to write sentences correctly. 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.	Writing	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
L.4.4 Student can determine the meanings of words by using the strategies they have learned and by thinking about what they have read. 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., telegraph, photograph, autograph). 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.	W.4.1 Student can write to share their opinion on topics or texts and provide reasons and information to support that opinion. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	Writing

<p>Speaking & Listening</p>	<p>W.4.3 Student can write stories with good technique, detailed descriptions and a clear sequence. 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.</p>	<p>W.4.1 Student can write to share their opinion on topics or texts and provide reasons and information to support that opinion. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p>
<p>SL.4.1 Student can effectively participate in different types of discussions and with different people. Student can build on others' ideas and express their own ideas clearly. 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.</p>	<p>Language</p>	<p>W.4.2 Student can write to inform/explain topics or ideas to others clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include 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.</p>
<p>SL.4.4 Student can report on a topic or tell a story with correct and appropriate facts and details to support the main idea. Student can speak clearly and at an appropriate pace when they give a report or share a story or experience.</p>	<p>L.4.1 Student can show that they know how to use words correctly when they write and speak. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>Language</p>
	<p>L.4.2 Student can show that they know how to write sentences correctly. 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.</p> <p>L.4.4 Student can determine the meanings of words by using the strategies they have learned and by thinking about what they have read. 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., telegraph, photograph, autograph). 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>L.4.5 Student can show that they understand figurative language. Student can figure out how words are related and how their meanings might be similar. 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).</p>	<p>L.4.2 Student can show that they know how to write sentences correctly. 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.</p> <p>L.4.4 Student can determine the meanings of words by using the strategies they have learned and by thinking about what they have read. 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., telegraph, photograph, autograph). 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>Speaking & Listening</p>	<p>SL.4.1 Student can effectively participate in different types of discussions and with different people. Student can build on others' ideas and express their own ideas clearly. 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.</p>

SL.4.1 Student can effectively participate in different types of discussions and with different people. Student can build on others' ideas and express their own ideas clearly.

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.

SL.4.4 Student can report on a topic or tell a story with correct and appropriate facts and details to support the main idea. Student can speak clearly and at an appropriate pace when they give a report or share a story or experience.

SL.4.4 Student can report on a topic or tell a story with correct and appropriate facts and details to support the main idea. Student can speak clearly and at an appropriate pace when they give a report or share a story or experience.