

**D303 Core Bilingual Literacy Grade 4 - Yearlong Curriculum**

**CUSD 303**

**Year: 2011-2012**

**KEY: Unless noted otherwise (E=English, S=Spanish), skills are applicable in both English and Spanish literacy**

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Reading - Literature	Key Ideas and Details	RL1 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	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text		RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a more complex text	
		RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text	RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text with support from an adult	RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text		
		RL3 Analyze how and why people, events, and ideas develop and interact over the course of a text	RL3 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, actions)	RL3 Describe main characters, setting, and main events in a story, drawing on specific details in the text	RL3 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, actions) with support from adults and/or peers	RL3 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, actions)	RL3 Analyze how characters develop over the course of a text
	Craft and Structure	RL4 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	RL4 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)		RL4 Determine the meaning of words and phrases that are unique to a less complex text	RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology with support from an adult (e.g., Herculean)	
		RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RL5 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				RL5 Explain (compare and contrast) 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
		RL6 Assess how point of view and purpose shape the content and style of a text	RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations		RL6 Identify different points of view from which stories are narrated, including first- and third-person narrations	RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	
	Integration of Knowledge and Ideas	RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL7 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	RL7 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			
		RL8 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	RL8 (Not applicable to literature)				

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Reading - Literature (cont'd)	Integration of Knowledge and Ideas (cont'd)	RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RL9 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			RL9 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 with support from an adult and/or peers	RL9 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
	Range of Reading and Level of Text Complexity	RL10 Read and comprehend complex literary and informational texts independently and proficiently	RL10 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				RL10 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
Reading - Informational	Key Ideas and Details	R11 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	R11 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	R11 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text with support from an adult	R11 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text		
		R12 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	R12 Determine the main idea of a text and explain how it is supported by key details; summarize the text	R12 Determine the main idea of a text and explain how it is supported by key details with adult support (connect to Social Studies content and texts)	R12 Determine the main idea of a text and explain how it is supported by key details	R12 Determine the main idea of a text and explain how it is supported by key details; summarize the text	
		R13 Analyze how and why characters, events, and ideas develop and interact over the course of a text	R13 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, on the basis of specific information in the text			R13 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, on the basis of specific information in the text	
	Craft and Structure	R14 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	R14 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	R14 Through the integration of science and social studies, determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	R14 Through the integration of science and social studies, apply the meaning of general academic and domain-specific words or phrases from text relevant to a grade 4 topic or subject area in students' own conversations	R14 Through the integration of science and social studies, apply the meaning of general academic and domain-specific words or phrases from text relevant to a grade 4 topic or subject area in students' own conversations and in written responses	R14 Through the integration of science and social studies, apply the meaning of general academic and domain-specific words or phrases from text relevant to a grade 4 topic or subject area in students' own conversations and in written responses
		R15 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	R15 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		R15 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 with an adult		
		R16 Assess how point of view or purpose shapes the content and style of a text	R16 Compare and contrast firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided		R16 Compare and contrast firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided		

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Reading - Informational <i>(cont'd)</i>	Integration of Knowledge and Ideas	RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears	RI7 Navigate text through information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears	RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears		
		RI8 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	RI8 Explain how an author uses reasons and evidence to support particular points in a text			RI8 Explain how an author uses reasons and evidence to support particular points in a text	
		RI9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RI9 Integrate information from two texts on the same topic to write or speak about the subject knowledgeably		RI9 Integrate information from two texts on the same topic to write or speak about the subject knowledgeably		
	Range of Reading and Level of Text Complexity	RI10 Read and comprehend complex literary and informational texts independently and proficiently	RI10 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				RI10 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
Reading - Foundational	Phonics and Word Recognition		RF3 Apply grade-level phonics and word analysis skills in decoding words	RF3 Apply grade-level phonics and word analysis skills in decoding words with support	RF3 Apply grade-level phonics and word analysis skills in decoding words		
			RF3a Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in and out of context			RF3a Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in and out of context	
					1ASLA Read unfamiliar words using knowledge of prefixes (S)	1ASLA Read unfamiliar words using knowledge of suffixes (S)	
					1ASLA Read unfamiliar words using knowledge of roots (S)	1ASLA Read unfamiliar words using knowledge of roots (S)	
						1ASLA Analyze compound words in context (e.g., rascacielos, cumpleaños) (S)	
	Fluency		RF4 Read with sufficient accuracy and fluency to support comprehension	RF4 Read with sufficient accuracy and fluency to support comprehension with increasing levels of text complexity	RF4 Read with sufficient accuracy and fluency to support comprehension with increasing levels of text complexity	RF4 Read with sufficient accuracy and fluency to support comprehension with increasing level of text complexity	RF4 Read with sufficient accuracy and fluency to support comprehension in texts representing grade-level benchmarks
		RF4a Read grade-level text with purpose and understanding	RF4a Read with expression, emphasizing key words and phrases, and read in long meaningful phrases at grade-level benchmarks			RF4a Read with expression, emphasizing key words and phrases, and read in long meaningful phrases at grade-level benchmarks	

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Reading - Foundational (cont'd)	Fluency (cont'd)		RF4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression				RF4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	
			RF4c Determine the context to confirm or self-correct word recognition and understanding, rereading as necessary	RF4c Determine the context to confirm or self-correct word recognition and understanding, rereading as necessary with increasing levels of text complexity	RF4c Determine the context to confirm or self-correct word recognition and understanding, rereading as necessary with increasing levels of text complexity	RF4c Determine the context to confirm or self-correct word recognition and understanding, rereading as necessary with increasing levels of text complexity	RF4c Determine the context to confirm or self-correct word recognition and understanding, rereading as necessary	
Writing	Text Types and Purposes	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information			W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information		
			W1a 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			W1a 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		
			W1b Provide reasons that are supported by facts and details			W1b Provide reasons that are supported by facts and details		
			W1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)			W1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)		
			W1d Provide a concluding statement or section related to the opinion presented			W1d Provide a concluding statement or section related to the opinion presented		
		W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly		W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly			
			W2a 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		W2a 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			
			W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic		W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic			
			W2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)		W2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)			
			W2d Use precise language and domain-specific vocabulary to inform about or explain the topic		W2d Choose precise language and domain-specific vocabulary to inform about or explain the topic			
			W2e Provide a concluding statement or section related to the information or explanation presented		W2e Provide a concluding statement or section related to the information or explanation presented			

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Writing (cont'd)	Text Types and Purposes (cont'd)	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			
			W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally	W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally			
			W3b Use dialogue and description to develop experiences and events or show the responses of characters to situations	W3b Use dialogue and description to develop experiences and events or show the responses of characters to situations			
			W3c Use a variety of transitional words and phrases to manage the sequence of events	W3c Use a variety of transitional words and phrases to manage the sequence of events			
			W3d Use concrete words and phrases and sensory details to convey experiences and events precisely	W3d Use concrete words and phrases and sensory details to convey experiences and events precisely			
			W3e Provide a conclusion that follows from the narrated experiences or events	W3e Provide a conclusion that follows from the narrated experiences or events			
Production and Distribution of Writing		W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	W4 Produce a clear and coherent narrative writing piece in which the development and organization are appropriate to the task, purpose, and audience	W4 Produce a clear and coherent expository writing piece in which the development and organization are appropriate to the task, purpose, and audience	W4 Produce a clear and coherent persuasive writing piece in which the development and organization are appropriate to the task, purpose, and audience	W4 Produce a clear and coherent writing piece of student choice in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)
		W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	W5 With guidance and support from peers and adults, develop and strengthen narrative writing as needed by planning, revising, and editing	W5 With guidance and support from peers and adults, develop and strengthen expository writing as needed by planning, revising, and editing	W5 With guidance and support from peers and adults, develop and strengthen persuasive writing as needed by planning, revising, and editing	W5 Develop and strengthen writing as needed by planning, revising, and editing
		W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W6 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	W6 With guidance and support from adults, use technology to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting	W6 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	W6 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	W6 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
Research to Build and Present Knowledge		W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic	W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic with support from an adult			

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Writing ( <i>cont'd</i> )	Research to Build and Present Knowledge ( <i>cont'd</i> )	W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	W8 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		W8 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		
		W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research		W9 Draw evidence from less complex literary or informational texts to support analysis, reflection, and research with support from an adult	W9 Draw evidence from more complex literary or informational texts to support analysis, reflection, and research	
		W9a Apply grade 4 reading standards to literature (e.g., "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, actions]")			W9a Apply grade 4 reading standards to literature with support from an adult as an extended written response to reading (e.g., "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, actions]")	W9a Apply grade 4 reading standards to literature as an extended written response to reading (e.g., "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]")	
		W9b Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text")			W9b Apply grade 4 reading standards to informational texts with support from an adult as an extended written response to reading (e.g., "explain how an author uses reasons and evidence to support particular points in a text")	W9b Apply grade 4 reading standards to informational texts an extended written response to reading (e.g., "explain how an author uses reasons and evidence to support particular points in a text")	
		W10 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 tasks, purposes, and audiences	W10 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	W10 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 with support from an adult	W10 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 with increasing duration and length of piece	W10 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 with increasing duration, length, and complex word choice	W10 Write on a self-generated topic over extended time frames and shorter time frames for a specific purpose and audience with increasing duration, length, and complex word choice
				2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)
Speaking and Listening	Comprehension and Collaboration	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively	SL1 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 own ideas clearly	SL1 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 own ideas clearly with support from an adult	SL1 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 own ideas clearly		
		SL1a 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	SL1a 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 with support from an adult	SL1a 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			

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Speaking and Listening <i>(cont'd)</i>	Comprehension and Collaboration <i>(cont'd)</i>		SL1b Follow agreed-upon rules for discussions and carry out assigned roles	SL1b Follow agreed-upon rules for discussions and carry out assigned roles with support from an adult	SL1b Follow agreed-upon rules for discussions and carry out assigned roles			
			SL1c 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	SL1c 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 with support from an adult	SL1c 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			
			SL1d Review the key ideas expressed and explain own ideas and understanding in light of the discussion	SL1d Review the key ideas expressed and explain own ideas and understanding in light of the discussion with support from an adult	SL1d Review the key ideas expressed and explain own ideas and understanding in light of the discussion			
		SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally with support from an adult	SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally			
		SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	SL3 Identify the reasons and evidence a speaker provides to support particular points			SL3 Identify the reasons and evidence a speaker provides to support particular points		
	Presentation of Knowledge and Ideas	SL4 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	SL4 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		SL4 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 with support from an adult		SL4 Report on a student choice topic or text, telling of a story, or recounting of 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	
		SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes		SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes in a research project		SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	
		SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English and Spanish when indicated or appropriate	SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations in which informal discourse is appropriate (e.g., small-group discussion); use formal English and Spanish when appropriate to the task and situation		SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations in which informal discourse is appropriate (e.g., small-group discussion); use formal English and Spanish when appropriate to the task and situation with support from an adult		SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations in which informal discourse is appropriate (e.g., small-group discussion); use formal English and Spanish when appropriate to the task and situation	
	Language	Conventions of Standard English and Spanish	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking				L1 Apply command of the conventions of standard English and Spanish grammar and usage when writing or speaking
			L1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)		L1a Apply appropriate use of personal pronouns L1a Apply appropriate use of adverbs	L1a Apply appropriate use of adverbs		
L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses								

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Language (cont'd)	Conventions of Standard English and Spanish (cont'd)		Lc Use modal auxiliaries (e.g., can, may, must) to convey various conditions	L1c Apply modal auxiliaries (e.g., can, may, must) to convey various conditions					
			L1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)	L1d Select appropriate use of adjectives	L1d Select appropriate adverbs and adjectives to enrich written language				
			L1e Form and use prepositional phrases				L1e Incorporate appropriate use of prepositions		
			L1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences		L1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences				
			L1g Correctly use frequently confused words (e.g., to, too, two; there, their)			L1g Correctly apply frequently confused words (e.g., to, too, two; there, their) (E)			
		L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing					L2 Apply command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing	
			L2a Use correct capitalization	L2a Apply appropriate capitalization of proper nouns					
			L2b Use commas and quotation marks to mark direct speech and quotations from a text	L2b Incorporate quotation marks or dialogue dashes to show simple dialogue with support from an adult				L2b Incorporate quotation marks or dialogue dashes to show simple dialogue	
			L2c Use a comma before a coordinating conjunction in a compound sentence		L2c Construct compound sentences L2c Apply commas in compound sentences L2c Demonstrate appropriate use of conjunctions				
			L2d Spell grade-appropriate words correctly, consulting references as needed				L2d Spell grade-appropriate words correctly, consulting references as needed		
		Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices to meaning or style, and to comprehend more fully when reading or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening					L3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening
				L3a Choose words and phrases to convey ideas precisely		L3a Choose words and phrases to convey ideas precisely with adult support	L3a Choose words and phrases to convey ideas precisely		
				L3b Choose punctuation for effect	L3b Choose punctuation for effect with support from an adult	L3b Choose punctuation for effect			
					4ASLA Differentiate between agudas, llanas, and estrujulas (S)				
	4ASLA Apply rules of agudas to form new words (S)								
	4ASLA Apply rules of llanas to form new words (S)								
	4ASLA Apply rules of estrujulas to form new words (S)								

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4				
Language (cont'd)	Knowledge of Language (cont'd)		L3c Differentiate between contexts that call for formal English or Spanish (e.g., presenting ideas) and situations in which informal discourse is appropriate (e.g., small-group discussion)		L3c Differentiate between contexts that call for formal English or Spanish (e.g., presenting ideas) and situations in which informal discourse is appropriate (e.g., small-group discussion)		L3c Differentiate between contexts that call for formal English or Spanish (e.g., presenting ideas) and situations in which informal discourse is appropriate (e.g., small-group discussion)				
		Vocabulary Acquisition and Use	L4 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	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 4 reading and content, choosing flexibly from a range of strategies				L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 4 reading and content, choosing flexibly from a range of strategies			
				L4a Use context (e.g., definitions, examples, restatements in text) as a clue to the meaning of a word or phrase	L4a Clarify word meaning using context clues						
				L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)		L4b Define unfamiliar words using knowledge of bi-, ex-, il-, ir-, in-, im-, non-, over-, pre-, and tri- prefixes	L4b Read unfamiliar words using knowledge of bi-, ex-, il-, ir-, in-, im-, non-, over-, pre-, and tri- prefixes	L4b Define unfamiliar words using knowledge of fact, geo, port, and struct roots	L4b Read unfamiliar words using knowledge of fact, geo, port, and struct roots (E)	L4b Define unfamiliar words using knowledge of -able, -ible, -al, -ance, -ic, and -ish suffixes	L4b Read unfamiliar words using knowledge of -able, -ible, -al, -ance, -ic, and -ish suffixes
						L4b Define unfamiliar words using knowledge of fact, geo, port, and struct roots	L4b Read unfamiliar words using knowledge of fact, geo, port, and struct roots (E)	L4b Define unfamiliar words using knowledge of fact, geo, port, and struct roots	L4b Read unfamiliar words using knowledge of fact, geo, port, and struct roots (E)	L4b Define unfamiliar words using knowledge of fact, geo, port, and struct roots	L4b Read unfamiliar words using knowledge of fact, geo, port, and struct roots (E)
							1ASLA Define unfamiliar words using knowledge of roots (S)	1ASLA Define unfamiliar words using knowledge of roots (S)			
							1ASLA Define unfamiliar words using knowledge of prefixes (S)	1ASLA Define unfamiliar words using knowledge of prefixes (S)			
						1ASLA Define unfamiliar words using knowledge of suffixes (S)					
				L4c 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	L4c Clarify word meaning using a dictionary	L4c Clarify word meaning using a thesaurus					
				L5 Demonstrate understanding of word relationships and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings with support from an adult			L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings		
	L5a Explain the meaning of simple similes and metaphors (e.g., "as pretty as a picture") in context	L5a Explain the meaning of simple similes and metaphors (e.g., "as pretty as a picture") in context with support from an adult			L5a Identify metaphor in a text L5a Identify simile in a text						
	L5b Recognize and explain the meaning of common idioms, adages, and proverbs			L5b Recognize and explain the meaning of common idioms, adages, and proverbs	L5b Recognize and explain the meaning of common idioms, adages, and proverbs						

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Language <i>(cont'd)</i>	Vocabulary Acquisition and Use <i>(cont'd)</i>		L5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)		L5c Apply knowledge of synonyms to understand words L5c Apply knowledge of antonyms to understand words		
		L6 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	L 6 Acquire and accurately use 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)				L6 Acquire and accurately apply 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)