



# Whiteriver Unified School District Essential Standards Quarterly Focus

What is it we expect students to learn?	
Grade: <b>4<sup>th</sup> Grade</b>	Subject: <b>English Language Arts</b>
<p><b>First Quarter</b></p> <p><b>Drawing Inferences</b></p> <p><b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Theme</b></p> <p><b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>Key Ideas and Details</b></p> <p><b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *<b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p><b>Opinion/Persuasive Writing</b></p> <p><b>4.W.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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</p>	<p><b>Second Quarter</b></p> <p><b>4.RL.4</b> Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.</p> <p><b>4.RL.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations</p> <p><b>4.RI.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>4.RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>Informative/Explanatory Writing</b></p> <p><b>4.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information 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</p>



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## Quarterly Focus

<p>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><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). 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). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)</p>	<p>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><b>4.L.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 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><b>Third Quarter</b></p> <p><b>Production and Distribution of Writing</b></p>	<p><b>Fourth Quarter</b></p> <p><b>Production and Distribution of Writing</b></p>



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**4.W.4** Produce clear and coherent writing 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 above).

**4.SL.2** Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

**4.W.4** Produce clear and coherent writing 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 above).

**4.SL.3** Identify the reasons and evidence a speaker provides to support particular points.