

**Grade Four: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.**

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Inferring from Key Details	Explaining	<b>Explain</b> appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	<b>Explain</b> Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	<b>The ___ . The ___ did ___ .</b> <b>Is ___ . The ___ is ___ .</b> <b>___ can ___ . ___ can ___ and ___ . ___ appears to ___ . ___ does ___ because ___ .</b> <b>As a result of ___ , ___ will ___ , because ___ .</b> <b>___ (character) ___ because ___ , but then ___ is explained as ___ . For that reason ___ .</b>
St. 2	<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Central Message	a. Description b. Summarize	<b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as...is, a, can, has, are, and, in, but, is not, because, frequently , if___then, would not/have <b>Summarize</b>	<b>Describe</b> Students learn to understand and generate oral and written language skills with present progressive adverbs <b>Summarize</b> Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	<b>The story is about ___ . Point to (ask for key details).</b> <b>The theme of ___ is ___ . ___ is called ___ . ___ and ___ are ___ .</b> <b>___ (character) ___ (verb/phrase) ___ (adj.). The detail ___ determines ___ .</b> <b>In summary, the most important ___ (details) are ___ and ___ because they support ___ .</b> <b>___ summarizes the fact that ___ .</b> <b>The ___ (title) ___ is a clue that ___ .</b> <b>To conclude, ___ and ___ support ___ , therefore ___ .</b>
St. 3	<b>RL.4.3</b> 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).	Describing Story Elements	Description	<b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as... is, a, can, has, are, and, in, but, is not, because, frequently , if___then, would not/have	<b>Describe</b> Students will learn to understand and generate oral and written language skills with present progressive adverbs.	<b>Point to/ Draw the (character, event, setting).</b> <b>___ (character) is ___ (describe a trait). ___ (character-s) is/are ___ .</b> <b>___ is the setting of ___ . The setting is ___ (location) of ___ . ___ best describes ___ , but ___ best describes ___ .</b> <b>When ___ (character) ___ (action/event) it helps the reader to ___ .</b> <b>If ___ would/ would not have ___ then ___ .</b> <b>___ explains how ___ feels when ___ . ___ changes in the story when ___ did/did not ___ .</b>
St. 4	<b>RL.4.4</b> 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).	Determine Word Meaning Describing how a clue is used(can be supported by categorizing)	a. Defining (conceptualizing nouns, verbs and adjectives) b. Describing	<b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of <b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as... is, a, can, has, are, and, in, but, is not, because	<b>Define</b> Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. <b>Describe</b> Students will learn to understand and generate oral and written language skills with present progressive adverbs.	<b>___ means ___ . Point or show action when asked what a word means.</b> <b>The word ___ on page ___ means ___ . ___ describes ___ .</b> <b>___ (word/phrase) explains ___ .</b> <b>The words in ___ ( paragraph 2, etc..) are ___ to the meaning of ___ .</b> <b>A Herculean task is ___ . An example of ___ in ___ is when ___ , ___ .</b> <b>___ (word or phrase) is/are an example of a ___ (idiom) found in ___ (mythology).</b> <b>___ explains the meaning of ___ when referring to ___ .</b> <b>___ (teacher inserts, idiomatic phrase, i.e.; 'Midas touch') means ___ because frequently ___ .</b>
St. 5	<b>RL.4.5</b> 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	Understanding Story Structure	a. Compare and Contrast b.Explain (Identify, recognize, name)	<b>Compare and Contrast</b> is, shows, in , about, is similar to, when ___of, ___felt ___when___ , ___and___ , both have, ___creates a___ but, how does, examples from, what does/is, explain how <b>Explain</b> appears to, suggests, means that, explained as in, is, I came, I ___(ed), had, but, then, as a result of, for that reason, so, for	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives. <b>Explain</b> Students will use verb forms, declarative sentences and complex sentences.	<b>___ is the same as ___ . Are these the same?</b> <b>Prose is/is not ___ . Poems have/ don't have ___ but ___ do/don't.</b> <b>___ (text type) has ___ but ___ are ___-er.</b> <b>___ (poems, drama, prose) have the structural elements of ___ , ___ and ___ .</b> <b>Both ___ and ___ create ___ , but ___ creates a ___ (compare text types).</b> <b>A ___ is ___ compared to ___ . As a result of ___ , a ___ .</b> <b>While there are differences between ___ and ___ , both have ___ .</b> <b>An example of ___ is ___ , while an example of ___ would be ___ .</b>
St. 6	<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	First and Third Person Point of Views	b. Comparing and Contrasting	<b>Compare and Contrast</b> ___ is like___ because___ , both are similar, is different than, ___ from ___ is ___ , whereas ___has___ , the same___	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	<b>___ tells the story. ___ is not telling the story.</b> <b>___ is /is not the ___ (narrator). ___ tells the story about ___ .</b> <b>___ telling the story is different than ___ , because___ .</b> <b>If ___ had told the story then ___ .</b> <b>It is more effective that ___ tells about ___ than ___ because ___ .</b> <b>___'s point of view is the same/different than ___ . An example is ___ .</b> <b>Although ___ and ___ are similar/different, both ___ .</b> <b>The ___ is ___person point of view.</b>
St. 7	<b>RL.4.7</b> 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.	Text Structures	a. Compare and Contrast b. Summarize	<b>Compare and Contrast</b> is, shows, in , about, is similar to, when ___of, ___felt ___when___ , ___and___ , both have, ___creates a___ but, how does, examples from, what does/is, explain how <b>Summarize</b> compound sentences with: and, but, to conclude, in summary, in short, indeed,	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words with comparative adjectives. <b>Summarize</b> Students will use complex sentences with increasingly specific vocabulary.	<b>___ is a drama/story. Is this a drama/story?</b> <b>Reading a story is ___ but watching it is ___ .</b> <b>When I ___ a ___(drama/story) I ___ but when I ___ a drama/story I ___ .</b> <b>___ is the same/different than ___ but both ___ .</b> <b>Compared to ___ a story, ___ is ___ . An example would be ___ .</b> <b>The oral presentation of ___ is ___ while the text is ___ because___ .</b> <b>In summary, I prefer ___ to ___ because___ .</b> <b>The differences between ___ are ___ and ___ but the similarities are ___ .</b>
St. 8	<b>RL.4.8</b> (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	<b>RL.4.9</b> 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.	Traditional Literature from Different Cultures	Compare and Contrast ( stories and story elements)	<b>Compare and Contrast</b> ___ is like___ because___ , both are similar, is different than, ___ from ___ is ___ , whereas ___has___ , the same___	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	<b>___ and ___ are the same/different (compare two themes or texts).</b> <b>___ (story) and ___ (story) both ___ (same story from different cultures).</b> <b>___ and ___ are similar/different because ___ (same story - different cultures).</b> <b>Both ___ and ___ have ___ but ___ is more effective in ___ .</b> <b>Compared to ___ (story) ___ (story) is more interesting because ___ .</b> <b>The theme of ___ in the story ___ is ___ compared to ___ .</b> <b>Both ___ and ___ are quest tales with similar patterns of ___ .</b> <b>The topic of ___ in both ___ and ___ are treated differently. An example is ___ .</b>
St. 10	<b>RL.4.10</b> 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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

**Grade Four: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.**

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Inferring	Explaining	<b>Explain</b> appears to, suggests, means that, explained as (verb tenses) are/are not	<b>Explain</b> Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	___ are /are not ____. ___ are/are not ____ because ____. Based on ____, I infer that _____. ____ explains why _____. Based on ____, I infer that ____ because _____. ____ details support _____. The example ____ shows that ____ are most _____. Explained as ____, ____ is most likely to ____, because ____.
St. 2	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Central Message	Description	<b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing)	<b>Describe</b> Students will learn to understand and generate oral and written language skills with present progressive adverbs.	___ is/is not _____. Point to _____. (character, event, detail). Is the main idea ___ or ___ (ask student)? ___ is/is not the main idea because _____. ____ (detail) ____ (supports) the idea of _____. ____ often _____. Both ____ and ____ support _____. An example would be _____. ____ and ____ describe key details about _____. In summary, _____. The main idea of ____ is identified by ____ in the _____. ____ and ____ (details) in paragraph ____ seem to ____.
St. 3	<b>RI.4.3</b> 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.	Understanding Structure (integrate with cause/effect).	Cause and Effect	<b>Cause and Effect</b> verb forms & words: because, since, consequently, if...then, led to, due to, explains why, caused...	<b>Cause and Effect</b> Students will support their comparisons with the various cause and effect verbs.	Did ____ happen? What is ____? ___ is _____. ____ is not _____. ____ caused _____. If ____ then ____, ____ explained why ____, ____ came/went to ____, so ____ came/went to ____. Because ____ is/was ____, ____ decided to _____. Due to ____, ____ consequently _____. It is important to ___ before ___ since ____. Due to the fact that ___ is ___ explains a probable cause of ___.
St. 4	<b>RI.4.4</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.	Determine Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	<b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of	<b>Define</b> Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining unknown words includes a strong focus on context clues).	___ is a _____. Show me the word that means _____. ___ means _____. (contain specific word). ____ is _____. The word ____ in paragraph ____ means _____. Put another way, the ____ ( phrase) ____ means _____. The ____ (word/phrase) ____, ____ (clarifies) the meaning of _____. Both ____ and ____ refer to ____. ____ described as ____ is another way of saying ____. ___ is sometimes interpreted as ____ as in the example of ____.
St. 5	<b>RI.4.5</b> 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.	Identifying Text Structures	a. classification b. Description	<b>Classify</b> goes with, here, there are, because, and articles (is, a, are), have, do not have, example of, type of, all have, both, ___ and ____, fit into, words (or prefix or suffix) that is with a noun to indicate type of reference being made by the noun. <b>Describe</b> next to, beside, between, in front of, in back of, behind, on the left/right of, in the middle of, above, below,	<b>Classify</b> Students will be able to use articles with objects to associate categories to which things belong. Classification can be supported with the language of description or location of objects. <b>Describe</b> Students will learn to understand and generate oral and written language skills with present progressive adverbs.	What is first? Is ____ here/there? ___ and ___ are examples of a ____ (sequence, cause/effect, etc..) structure. ___ and ____ (texts) both have a ____ structure (comparison, cause/effect, etc..) The events in ____ are written to show ____ and ____ (problem/solution, cause/effect, etc..) Although ____ came first, another ____ would be _____. The ____ ( cause and effect) structure fits ____ because _____. Given the ____ of ____ it should be classified as _____. ___ belongs in the category of a ____ structure as emphasized by ____.
St. 6	<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Firsthand and Secondhand Accounts of same Topic/Event	a. Compare and Contrast b. Contrast Differences	<b>Compare/Contrast</b> is, shows, in , about, is similar to, when ___of, ___felt ___when___, ___and___, both have, ___creates a ___ but, how does, examples from, what does/is, explain how	<b>Compare</b> Students will learn to understand and generate complex sentences with specific comparative language using adjectives conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	What is the same as/different than ____? Is this the same/different? ___ and ___ are first/secondhand accounts of _____. The ____ (firsthand) account of ____ is similar to/different than _____. ____ (account) has/does not have _____. The focus in the ____ (firsthand) account is ____, while the focus in the secondhand account is ____ \ The information presented in ____ is an example of a ____ (first/secondhand) account. ____ account of ____ compared to ____ is ____ because _____. ____ presents different information than ____, because ___ is a ____ (first/secondhand) account. Although there are differences in how ____ and ____ explain ____, both _____. Whereas ____ creates interest in ____, ____ focuses on _____. Examples of each include ____ and ____.
St. 7	<b>RI.4.7</b> 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	Visual Information	a. Drawing Conclusions b. Explain	<b>Conclusion</b> comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also) <b>Explain</b> in, is, I came, I ___ (ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	<b>Conclusion</b> Students will be able to use comparative adjectives in increasingly complex sentences. <b>Explain</b> Students will explain how illustrations contribute to understanding a text using verb forms, declarative sentences, complex sentences and adverbs of manner.	Point to the (diagram, chart, graph, etc..). This is a _____. ___ and ___ are ____ (type of visual reference). ___ is a ____, but ___ is not. The diagram/chart helps _____. The example of ____ from the ____ (chart/timeline) explains how _____. The ____ (visual) assists with understanding ____ because _____. ___ contributes to ____ (the reader's understanding) of ____ because _____. According to the ____ (timeline), ____ explains why ____ was a result of _____. An example of a ____ (visual aide) is a ____ because it _____. The ____ shows the development of ____ which contributed to ____.
St. 8	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	Supporting Evidence for Specific Points	Interpret (justify)	<b>Interpret/Justify</b> basic phrases/words, high-frequency vocabulary, subtle implicit meaning and language of propaganda (exaggeration) comparative adjectives - er, -est, does/does not, adverbs of degree (quite, too) and manner (-ly),	<b>Interpret/ Justify</b> Students will be able to read and understand abstract, complex and highly colloquial nonliterary writings, interpret and identify the language of propaganda and use complex sentences.	The evidence shows _____. Point to the proof. Why and How questions. ___ proves that _____. ____ states ____ so it is _____. The author ____ (supports) ____ because _____. An example is _____. ___ supports the author's statement of _____. ____ is evidence/reason that _____. Because of ____, ___ believes/states that _____. ___'s support of ___ is/was influenced by ___ because _____. ___ does/does not agree that ____ because of the evidence of _____. The text seems to support ____ when ____ and ____.
St. 9	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integration of Resources	Evaluating (two texts)	<b>Evaluate</b> adjectives pointing to a particular object (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both - and; not only - but also), degrees of certainty/uncertainty, belief/doubt, likelihood	<b>Evaluate</b> Students will learn to understand and use complex sentences using very specific nouns, verbs and adjectives.	Was ____ good/bad? The author thinks _____. That is ____ (describing word). ___ (idea or concept) is ____ (adj.) because ____ (evidence/proof). ____ was the cause of ____ because _____. The fact that ___ states ____ and ___ states ____, determines that ____. ____ and ____ both prove that ___ is _____. Given the ____ that ____ and ____ both ____ explains the causes of _____. Both ____ agree/disagree with certainty that _____. ___ states about ____, however ____ states that the likelihood is _____. I ____ because of the evidence of ____.
St. 10	<b>RI.4.10</b> 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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				