Environmental Studies Program

Standard Code	Description

Key Ideas and Details

CCSS.ELA-Literacy.RL.4.2   Determine the theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3   Describe in depth a character, setting, or event in a story, or drama, drawing on specific details in the text (e.g. character's thoughts, words or actions).

Craft and Structure

CCSS.ELA-Literacy.RL.4.6   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 & Ideas

CCSS.ELA-Literacy.RL.4.7   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.

Range of Reading & Level Text Complexity

CCSS.ELA-Literacy.RL.4.10   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.

Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.4.1   Refer to details and examples in a text when explaining what the text says
explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2   Determine the main idea of a text and explain how it is supported by key details;
summarize the text.

CCSS.ELA-Literacy.RI.4.3   Explain events, procedures, ideas or concepts in a historical, scientific, or
technical text, including what happened and why, based on specific information in
a text.

Craft and Structure

CCSS.ELA-Literacy.RI.4.4   Determine the meaning of general academic and domain-specific words or phrases
in a text relevant to a grade 4 topic or subject area

CCSS.ELA-Literacy.RI.4.5   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.

CCSS.ELA-Literacy.RI.4.6   Compare/Contrast a firsthand and secondhand account of the same event or topic;
describe the differences in focus and the information provided.

Integration of Knowledge & Ideas

CCSS.ELA-Literacy.RI.4.7   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.

CCSS.ELA-Literacy.RI.4.8   Explain how an author uses reasons and evidences to support particular points in a text.

CCSS.ELA-Literacy.RI.4.9   Integrate information from two texts on the same topic in order to write or speak about
the subject knowledgeably.

Range of Reading & Level Text Complexity

| CCSS.ELA-Literacy.RI.4.10 | By the end of the 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. |

Foundational Skills

Phonics and Word Recognition

| CCSS.ELA-Literacy.RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CCSS.ELA-Literacy.RF.4.3a | Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g. roots and affixes) to read accurately unfamilar multisyllabic words in context and out of context. |

Fluency

| CCSS.ELA-Literacy.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| CCSS.ELA-Literacy.RF.4.4a | Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.4.1a	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.
CCSS.ELA-Literacy.W.4.1b	Provide reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.4.1c	Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition)
CCSS.ELA-Literacy.W.4.1d	Provide a concluding statement or section related to the opinion presented.

Production & Distribution of Writing

| CCSS.ELA-Literacy.W.4.4 | Produce clear and coherent writing in which the development and organization are |

appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
CCSS.ELA-Literacy.W.4.6	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.

Language

Conventions of Standard English

CCSS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.

Vocabulary Acquisition & Use

CCSS.ELA-Literacy.L.4.4	Determine the meaning or clarify the meaning of unkown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, inlcuding those that signal precise actions, emotions, or states of being (e.g. whined, quizzed, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation)

Speaking & Listening

Comprehension & Collaboration

CCSS.ELA-Literacy.SL.4.1	Engage in effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with divers partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw

on that preparation and other preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.4.1c   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.

CCSS.ELA-Literacy.SL.4.1d   Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2   Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3   Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge & Ideas

CCSS.ELA-Literacy.SL.4.4   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.