



Dover Area School District Curriculum K-U-D

Grade 4 ELA

Standards	Eligible Content	Know	Understand	Do
Standards	Eligible Content	Facts, formulas, vocab	Big ideas, concepts, principles, generalization	Numeracy, literacy, thinking strategies
CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words	<i>There is no Eligible Content for this standard.</i>	syllable phonics rules letter sounds morphology rules	Effective readers use phonics rules to read unknown words.	Decode grade level multisyllabic words using phonics skills Decode grade level multisyllabic words using syllabication patterns Decode grade level multisyllabic words using morphology
CC.1.1.4.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self correct word recognition and understanding, rereading as necessary.	<i>There is no Eligible Content for this standard.</i>	fluency accuracy comprehension context	Effective readers read accurately and at a speed which allows understanding of a text.	Read text with a high rate of accuracy Read text at grade level appropriate fluency Self correct mistakes when reading
CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2	E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	main idea key details summary	Effective readers use details to identify the main idea of a text and summarize the text.	Write a summary which includes the main idea and key details.
CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1	E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	key details explicit inference	Effective readers use details to infer meaning.	Annotate or write explicit key details Produce written or verbal inferences
CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3	E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	chronological cause/effect evidence	Effective readers use the organization of the text to make meaning.	Identify specific events, procedures, ideas, or concepts. Retell, write, or demonstrate what happened and why.
CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1	E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	compare contrast point of view second hand first hand	Effective readers find similarities and differences between texts of different points of view.	Identify if a text is firsthand or secondhand. Compare similarities and differences between two different perspectives.
CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E04.B-C.2.1.2	E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information	text structure chronological comparison cause effect problem solution	Effective readers use elements of text structure to gain meaning.	Identify text structure terminology to demonstrate an understanding of the text Describe examples of chronological, comparison, cause/effect, problem/solution text structures
CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	figurative language (simile, metaphor, idiom, personification, hyperbole, onomatopoeia) dictionary use multiple meaning words affix root word domain specific words	Effective readers use context clues and word structure to make meaning.	Interpret the meaning of figurative language Use context to determine the meaning of a word Identify the multiple meanings of a given word



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CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.B-C.3.1.3	E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	Text features (headings, graphics, charts, timelines, diagrams)	Effective readers use text features to make meaning and connections of the written text.	Identify text features located in the text Interpret information from text features
CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1	E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.	Evidence Reason	Effective readers use text evidence to explain an author's particular point made in a text.	Identify relevant evidence within a text Justify reasoning for selected evidence
CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2	E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.	comparison integrate topic	Effective readers use information from multiple texts to gain specific subject knowledge.	Identify similarities between texts Identify relevant information based on the same topic
CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.B-V.4.1.1 E04.B-V.4.1.2.	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	Use of a dictionary Academic vocabulary Definition affixes roots figurative language antonyms/synonyms context clues	Effective readers use resources to determine the meaning of unknown words.	Apply newly learned vocabulary in conversation form to show understanding of the word's meaning Identify context clues which define grade level vocabulary
CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E04.B-V.4.1.1	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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. Determine the meaning of general academic and domain-specific words or phrases used in a text.	Multiple Meaning words Homophones Homonyms Shades of Meaning affixes roots	Effective readers use resources to determine the meaning of unknown words.	Identify context clues which define grade level vocabulary Identify affixes within grade level vocabulary to determine the meaning of the word or phrase
CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<i>There is no Eligible Content for this standard.</i>	Read accurately on grade level	Effective readers decode and comprehend the text they are reading.	Understand grade level text Recall facts Summarize text
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2	E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	theme- the central message or lesson of the text details summary	Effective readers can identify a central message from a text.	Identify the theme of a text Summarize the text Identify details which support the theme
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1	E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.	relevant details explicit inference	Effective readers can use details from a text to explain what they have read.	Identify details Construct inferences from details
CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	character settings event plot drama details characteristics character traits	Effective readers are able to describe all elements found in a story.	Describe character traits using details from the text Describe the setting of a text using details from the text Describe the sequence of events using details from the text
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1	E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	compare contrast point of view	Effective readers are able to identify similarities and differences in the points of view in multiple stories.	Compare points of views between multiple texts Contrast points of views between multiple texts Identify differences between first and third person narrations



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CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.	<i>There is no Eligible Content for this standard.</i>	elements of a poem elements of a drama identify differences between texts	Effective readers use text type to help explain and organize thoughts when retelling and finding differences between texts.	Identify differences between different types of text Identify the structure of poems Identify the structure of dramas
CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2	<i>There is no Eligible Content for this standard.</i>	figurative language (simile, metaphor, idiom, personification, hyperbole, onomatopoeia) dictionary use	Effective readers can identify the meaning of a word using different types of figurative language.	Define words from different types of figurative language including similes, metaphors, idioms, personification, hyperboles, and onomatopoeia
CC.1.3.4.G 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	<i>There is no Eligible Content for this standard.</i>	make connections types of visual storytelling types of oral storytelling	Effective readers make connections and expand thinking between texts of different formats and different presentation types.	Identify similarities between different presentations of a similar text
CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E04.A-C.3.1.1	E04.A-C.3.1.1 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. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	compare/contrast theme topic story structure culture drama/plays poetry	Effective readers recognize the similarities and differences among texts from different cultures.	Identify similarities in the theme between multiple texts Identify differences in the theme between multiple texts Identify similarities in the patterns of events between multiple texts Identify differences in the patterns of events between multiple texts
CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	multiple meaning words definition context clues affixes (prefixes/suffixes) roots	Effective readers use different strategies and tools to find the meaning of unknown words.	Determine the meaning of unknown words Determine the meaning of a multiple meaning word by using context clues
CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.A-V.4.1.1 E04.A-V.4.1.2.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	multiple meaning words definition context clues affixes (prefixes/suffixes) roots figurative language simile metaphor antonym synonym idiom adage proverb	Effective readers make meaning from figurative language.	Determine the meaning of unknown words Identify context clues which define words in the text Define words using their affixes and roots Identify similes in context Identify metaphors in context Identify idioms, adages and proverbs in context Identify antonyms of a given word Identify synonyms of a given word
CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	<i>There is no Eligible Content for this standard.</i>	literary fiction proficiently	Effective readers gain meaning from reading text.	Read text on grade level with accuracy and comprehension
Writing				
CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	<i>There is no Eligible Content for this standard.</i>	informative/explanatory text	Effective writers write on topic and present their thoughts clearly.	Write an informative text with a clear topic Write an explanatory text with a clear topic
CC.1.4.4.B Identify and introduce the topic clearly. E04.C.1.2.1 E04.E.1.1.1	<i>There is no Eligible Content for this standard.</i>	topics	Effective writers introduce the topic.	Write to identify a topic Write to introduce a topic



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CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E04.C.1.2.2 E04E.1.1.2	E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	facts, definition, detail, quotation, illustration, multimedia	Effective writers develop the topic with examples.	Write a text indicating the intended audience State an opinion in writing Establish a situation in writing Write a text with a selected organizational structure which supports the purpose
CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	<i>There is no Eligible Content for this standard.</i>	paragraph, conclusion, format	Effective writers will organize information to increase comprehension.	Write paragraphs with similar information in each paragraph Write a concluding statement which summarizes the entirety of the text Link ideas between separate paragraphs Formulate paragraphs linking ideas with similar information
CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	<i>There is no Eligible Content for this standard.</i>	precise, domain-specific	Effective writers use specific language to explain the topic of their writing.	Write using domain specific vocabulary
CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	<i>There is no Eligible Content for this standard.</i>	conventions	Effective writers use conventions appropriately.	Write using appropriate grammar Write using appropriate capitalization Write using appropriate punctuation Write using appropriate spelling
CC.1.4.4.G Write opinion pieces on topics or texts.	<i>There is no Eligible Content for this standard.</i>	opinion	Effective writers write about their opinions to a specific topic or text.	Write based on an opinion Write with a consistent topic
CC.1.4.4.H Introduce the topic and state an opinion on the topic. E04.C.1.1.1 E04.E.1.1.1	<i>There is no Eligible Content for this standard.</i>	topic, opinion	Effective writers will introduce topics.	Write an introduction to present a given opinion
CC.1.4.4.I Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	<i>There is no Eligible Content for this standard.</i>	facts, details	Effective writers provide reasons that are supported by facts and details.	Develop details which support provided facts
CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	<i>There is no Eligible Content for this standard.</i>	organization, conclusion, opinion	Effective writers organization their writing to support their opinion.	Group related ideas within paragraphs related to the opinion Write with an organizational structure related to opinion writing Write a concluding statement related to the opinion
CC.1.4.4.K Choose words and phrases to convey ideas precisely. E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	<i>There is no Eligible Content for this standard.</i>	phrase, precise	Effective writers use specific words to precisely convey their ideas.	Choose specific words to support the purpose
CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	<i>There is no Eligible Content for this standard.</i>	conventions include: grammar usage capitalization punctuation spelling	Effective writers use grade appropriate conventions.	Write using appropriate grammar Write using appropriate capitalization Write using appropriate punctuation Write using appropriate spelling
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	<i>There is no Eligible Content for this standard.</i>	narrative real/imagined	Effective writers full develop real or imagined experiences in narrative form.	Write a narrative piece based on real experiences Write a narrative piece based on imagined experiences
CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1	<i>There is no Eligible Content for this standard.</i>	narrator characters	Effective writers fully establish a situation in narrative form and include a narrator and characters.	Introduce a narrator in a narrative piece Introduce characters in a narrative piece
CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4	<i>There is no Eligible Content for this standard.</i>	dialogue characters concrete	Effective writers use dialogue to develop experiences and events in a narrative piece of writing.	Write a narrative piece using dialogue Write a narrative piece developing experiences Write a narrative piece showing responses of characters to situations Write using sensory details
CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5	<i>There is no Eligible Content for this standard.</i>	sequence transitional words sequence of events conclusion	Effective writers organize events in a sequential order to provide conclusions.	Select an event sequence appropriate for the narrative Include transitional words and phrases within the narrative to indicate sequence Create a conclusion which concludes a narrative piece



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CC.1.4.4.Q Choose words and phrases to convey ideas precisely. E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	<i>There is no Eligible Content for this standard.</i>	phrases convey precisely	Effective writers use precise language to convey exactly what is meant.	Select words which convey specific meaning
CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	<i>There is no Eligible Content for this standard.</i>	conventions capitalization spelling punctuation	Effective writers demonstrate understanding of grade level conventions.	Write using appropriate grammar Write using appropriate capitalization Write using appropriate punctuation Write using appropriate spelling
CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5	<i>There is no Eligible Content for this standard.</i>	evidence literary analysis reflection literature informational texts	Effective writers use evidence from other texts to support their analysis, reflection, or research.	Identify evidence from a literary text which supports analysis Identify evidence from an informational text which supports analysis
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	<i>There is no Eligible Content for this standard.</i>	revise edit	Effective writers develop planning, revising, and editing skills.	Develop a plan for a writing piece Revise a writing piece Edit a writing piece
CC.1.4.4.U With some guidance and support, 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.	<i>There is no Eligible Content for this standard.</i>	publish collaborate sufficient keyboarding skills minimum single	Effective writers use technology to enhance their writing by adding more precise details through self revision.	Publish writing using technology Interact with others using technology Collaborate with others using technology Type using appropriate keyboarding skills Type a minimum of one page in a single setting
CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<i>There is no Eligible Content for this standard.</i>	investigation research	Effective writers research and investigate a topic.	Investigate different aspects of a topic using technology Investigate different aspects of a topic using text
CC.1.4.4.W 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.	<i>There is no Eligible Content for this standard.</i>	recall relevant digital sources categorize	Effective writers recall information, categorize information, and list sources.	Recall relevant information from personal experiences Gather relevant information from print Gather relevant information from digital sources Write notes taken from a provided text Create a list of sources
CC.1.4.4.X 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.	<i>There is no Eligible Content for this standard.</i>	discipline specific audiences research	Effective writers write over a period of time.	Write over a sustained period of time
Speaking and Listening				
CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly	<i>There is no Eligible Content for this standard.</i>	collaborative	Effective speakers collaborate and express ideas when speaking.	Speak clearly and collaborate with others
CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<i>There is no Eligible Content for this standard.</i>	paraphrase	Effective speakers paraphrase portions of information.	Paraphrase from a variety of formats
CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	<i>There is no Eligible Content for this standard.</i>	identify evidence	Effective speakers provide reasons and evidence of particular points.	Use reasons and evidence to support speaking points
CC.1.5.4.D 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 with adequate volume, appropriate pacing, and clear pronunciation.	<i>There is no Eligible Content for this standard.</i>	recount relevant theme volume pacing pronunciation	Effective speakers report, tell and/or recount experiences.	Speak clearly with adequate volume, appropriate pacing, and clear pronunciation on a topic using descriptive details to support main ideas or themes
CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	<i>There is no Eligible Content for this standard.</i>	formal and informal language	Effective speakers differentiate to understand audience.	Demonstrate use of formal and informal language



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CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<i>There is no Eligible Content for this standard.</i>	main idea themes	Effective speakers use enhancements in presentation development.	Add audio recordings and visual displays with a presentation to enhance the development of main ideas or themes
CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.	<i>There is no Eligible Content for this standard.</i>	demonstrate conventions	Effective speakers are more prepared for conversations.	Demonstrate use of conventions of English standards when speaking with Grade 4 level content