



## Literacy - Grade 4

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, fourth grade students will develop an understanding of the six core strands of literacy: Literature, Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language. Students will practice these skills through the use of small skill based groupings, whole group instruction, independent and partner research projects, and practice and publication of a wide variety of traditional and culturally unique writing genres.

### **Enduring Understandings:**

- Effective readers use a variety of strategies to make sense of key ideas and details in a text.
- Readers gain insight and strengthen understanding through analyzing a variety of texts for structure, purpose, and viewpoint.
- Effective readers analyze and evaluate content, reasoning, and assertions in various formats.
- Word analysis and decoding skills give readers a solid foundation for success.
- Fluent readers can process text with expression at an appropriate rate.
- Writers are purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to the reader.
- Writers must communicate using the correct structure for the intended audience and proper use of revision and technology.
- Researchers present a question, demonstrate understanding of the inquiry, and properly cite information from a variety of sources.
- Effective writers communicate ideas appropriate for the audience, task, and time frame using a variety of formats.
- Sharing and evaluating ideas is a collaborative process that enhances comprehension.
- Presentations are enhanced using organization and relevant formatting designed for the audience via the use of visual displays, technology, and the appropriate use of language.
- Conventional use of a language encourages effective communication of ideas when speaking or writing.
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

### **READING - LITERATURE**

- I can refer to details and examples in a text when explaining what the text says explicitly. (RL.4.1)
- I can refer to details and examples in a text when drawing inferences from the text. (RL.4.1)
- I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2)
- I can summarize the text. (RL.4.2)
- I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL.4.3)



## READING - LITERATURE (continued)

- I can determine the meaning of words and phrases as they are used in a text. (RL.4.4)
- I can explain major differences between poems, drama, and prose. (RL.4.5)
- I can refer to the structural elements of poems and drama when writing or speaking about a text. (RL.4.5)
- I can compare and contrast the point of view from which different stories are narrated. (RL.4.6)
- I can explain the difference between first- and third-person narrations. (RL.4.6)
- I can make connections between the text of a story or drama and a visual or oral presentation of the text. (RL.4.7)
- I can identify where each version of a story or drama and visual or oral presentation show the similar descriptions and directions in the text. (RL.4.7)
- I can compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL.4.9)
- I can read and comprehend grade-level literature including stories, dramas, and poetry. (RL.4.10)

## READING - INFORMATIONAL TEXT

- I can refer to details and examples when explaining what the text says explicitly. (RI.4.1)
- I can refer to details and examples when drawing inferences from the text. (RI.4.1)
- I can determine the main idea of a text and explain how it is supported by key details. (RI.4.2)
- I can summarize the text. (RI.4.2)
- I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text. (RI.4.3)
- I can explain what happened and why, based on specific information in the text. (RI.4.3)
- I can determine the meaning of academic and subject specific words or phrases in a text. (RI.4.4)
- I can describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)
- I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)
- I can describe the differences in focus and the information provided between a firsthand and secondhand account. (RI.4.6)
- I can explain information presented visually, orally, or via various diagrams. (RI.4.7)
- I can explain how the information helps with understanding text in which it appears. (RI.4.7)
- I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
- I can bring together information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)
- I can read and comprehend grade-level informational texts including history/social studies, science, and technical texts. (RI.4.10)



## READING - FOUNDATIONAL SKILLS

- I can use combined knowledge of all letter-sounds, syllable patterns, and word patterns to read accurately unfamiliar multisyllabic words out of context. (RF.4.3.A)
- I can read and understand grade-level text with purpose and understanding. (RF.4.4.A)
- I can read and understand grade-level text orally with accuracy on successive readings. (RF.4.4.B)
- I can read and understand grade-level text orally with appropriate rate on successive readings. (RF.4.4.B)
- I can read and understand grade-level text orally with expression on successive readings. (RF.4.4.B)
- I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4.C)

## WRITING

- I can write an opinion piece with an introduction to clearly introduce a topic or text and state an opinion. (W.4.1.A)
- I can provide reasons for an opinion that are supported by facts and details. (W.4.1.B)
- I can link an opinion and reasons using words and phrases. (W.4.1.C)
- I can provide a concluding statement or section for an opinion piece related to the opinion presented. (W.4.1.D)
- I can introduce a topic clearly and put together related information in paragraphs and sections in an informative text. (W.4.2.A)
- I can include formatting, illustrations, and multimedia when useful in informative text to increase comprehension in an informative text. (W.4.2.A)
- I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic in an informative text. (W.4.2.B)
- I can link ideas within categories of information in an informative text using words and phrases. (W.4.2.C)
- I can use precise language and specific vocabulary in an informative text to explain the topic. (W.4.2.D)
- I can provide a concluding statement or section for an informative text related to the information or explanation presented. (W.4.2.E)
- I can set up a problem and introduce a narrator and/or characters in a narrative. (W.4.3.A)
- I can organize an event sequence in a narrative that unfolds naturally. (W.4.3.A)
- I can use dialogue and description in a narrative to develop experiences, events, and character responses. (W.4.3.B)
- I can use a variety of transitional words and phrases in a narrative to manage the sequence of events. (W.4.3.C)
- I can use concrete words and phrases and sensory details in a narrative to show experiences and events. (W.4.3.D)
- I can provide a conclusion for a narrative that follows from the narrated experiences or events. (W.4.3.E)



## WRITING (continued)

- I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)
- I can develop and strengthen writing as needed by planning, revising, and editing, with guidance and support. (W.4.5)
- I can use technology to produce and publish writing with guidance and support. (W.4.6)
- I can conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)
- I can recall relevant information from experiences or gather relevant information from print and digital sources. (W.4.8)
- I can take notes and categorize information. (W.4.8)
- I can provide a list of sources. (W.4.8)
- I can draw evidence from texts to support analysis, reflection, and research. (W.4.9)

## LANGUAGE

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1)
- I can demonstrate standard rules of capitalization. (L.4.2)
- I can demonstrate standard rules of punctuation. (L.4.2)
- I can demonstrate standard rules of spelling. (L.4.2)
- I can choose words and phrases to convey ideas precisely. (L.4.3.A)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.4.4)
- I can explain the meaning of simple similes and metaphors in context. (L.4.5.A)
- I can recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5.B)
- I can demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. (L.4.5.C)
- I can acquire and accurately use general academic and domain-specific words and phrases. (L.4.6)

## SPEAKING AND LISTENING

- I can come to discussions prepared, having read or studied required material. (SL.4.1.A)
- I can follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1.B)
- I can paraphrase portions of a text read aloud and information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)



## **SPEAKING AND LISTENING (continued)**

- I can identify the reasons and evidence a speaker provides to support particular points. (SL.4.3)
- I can report on a topic or text, tell a story, or recount an experience in an organized manner. (SL.4.4)
- I can use appropriate facts and relevant, descriptive details in a presentation to support main ideas or themes. (SL.4.4)
- I can speak clearly at an understandable pace. (SL.4.4)
- I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5)
- I can adapt my speech to a variety of contexts and tasks. (SL.4.6)