



## Trinity Lutheran School Fourth Grade Language Arts Essential Standards Chart

### Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: Fourth Grade		Subject: Language Arts				
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can refer to details in a text to explain what the fictional story is about or to explain inferences	RL.4.1	Students will write an explanatory paragraph using explicit details from the text.	-Key details -Comprehension -Fluent reading -Main Idea		Engage New York Module 1A, 1B, 2A, 2B, 3A, 3B and 4	Students will use key ideas and details in their everyday writing, including genre writing.
I can figure out what the theme of a fictional story is and I can summarize the story (or poem)	RL.4.2	Students will establish reading routines and use text based evidence to analyze a character in a poem or story.	-Know theme is -How to summarize text. -How to identify key details.		Engage New York Module 1B, 2A, 3B, and 4.	Book Review summarizing key details (using video or other means)
I can read grade level text fluently and accurately to support	RF.4.4	Read fourth grade level text fluently.	Read at a third grade level or above.	DIBELS ORF MAZE NWEA 3x per year	Engage New York Module 1B and 3A	Increase independent reading level of text

comprehension						
I can use context to confirm or self correct word recognition and understanding while reading a text.	L.4.4A	Students will be able to use context, common grade appropriate Greek and Latin affixes and roots, and consult reference materials to clarify the precise meaning of words.	-know the definition of an affix and suffix -decoding skills -know what a dictionary is used for -know how to self correct while reading		Engage New York Module 1A,	
I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9	Students will be able to take information they have learned about a topic and integrate that information to talk about it in a small group, write a paper or give a presentation.	-Gather knowledge -Organize information -write a summary		Engage New York Module 2A, 4, 1A, 2B	
I can write an opinion piece on a topic and have a supporting point of view and reasons.	W.4.1	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Understand definition of opinion  Write a topic sentence  Write a sentence/ paragraph  Grade Level spelling	Engage New York 4th & 5th grade writing rubric	Engage New York Module 3A, 4,3B	
I can write an informative/ explanatory paper to examine a topic	W.4.2	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Define informative paper  Write a topic sentence  Write a sentence/ paragraph	Engage New York 4th & 5th grade writing rubric	Engage New York Module 2B	

			Grade level spelling			
I can write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequence.	W.4.3	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Write a topic sentence Write a sentence/ paragraph Grade Level spelling	Engage New York 4th & 5th grade writing rubric	Engage New York Module 2A	
I can plan, revise and edit a piece of writing.	W.4.5	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Definition of plan, revise and edit. Grade level spelling Grade level reading.	Engage New York 4th & 5th grade writing rubric	Engage New York Module 1B, 1	
I can conduct a short research project, obtaining information from text and digital sources.	W.4.7 W.4.8	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Write a topic sentence Write a sentence/ paragraph Grade Level spelling	Engage New York 4th & 5th grade writing rubric	Engage New York Module 3A, 2B	
I can draw evidence from literary and informational text to support analysis, reflection and research.	W.5.9	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Write a topic sentence Write a sentence/ paragraph Grade Level spelling	Engage New York 4th & 5th grade writing rubric	Engage New York Module 1	
I can report on technical, scientific, or historical text to tell a story or recount an experience.	SL.4.4 RI 4.3	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Write a topic sentence Write a sentence/ paragraph Grade Level spelling	Engage New York 4th & 5th grade writing rubric	Engage New York Module 4	

