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drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.											
RL.4.9 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.			F	UA	UA	UA	UA	UA	UA	F	UA
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.		F	F	F	F	F	F	F	F	F	F
Standards:	30	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Reading- Informational Text- Grade 4											
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.		UA	UA	F		F	F	F	F	UA	F
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.		UA	F		F	F	F	F	F	F	F
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 the text.		F	UA	F						F	F
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.		UA	UA							UA	

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SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards for specific expectations.)											
Standards:	30	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Writing- Grade 4											
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			UA	UA					UA		
W.4.1.a 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.				F	F	F		F		F	F
W.4.1.b Provide reasons that are supported by facts and details.				F		F	F	F	F	F	F
W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).				F		F			F	F	
W.4.1.d Provide a concluding statement or section related to the opinion presented.						F			F	F	
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							UA			UA	UA
W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				F	F	F	F			F	F

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W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.						F	F	F	F	F	F
W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).										F	F
W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.										F	F
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.										F	F
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		UA			UA	UA		UA			
W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		F	F		F	F	F	F	F		F
W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.			F		F	F		F	F	F	F
W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.			F		F	F	F	F			F
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.					F	F	F	F	F		F
W.4.3.e Provide a conclusion that follows from the narrated experiences or events.			F			F		F	F	F	

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phrase.											
L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).											
L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			F	F	F	F	F	F	F	F	F
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.											
L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.											
L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.											
L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).											
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).								F	F		F
Standards:	30	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10

