

RECOMMENDED RESOURCES

Click on the image below to see my top recommended resource for 4th grade literacy.

READING RESOURCES
grades 4-5

STORY ELEMENTS <i>grades 4-5</i>	TEACHING THEME <i>grades 4-5</i>	POINT OF VIEW <i>grades 4-5</i>	POETRY RESOURCES <i>grades 4-5</i>
REASONS & EVIDENCE <i>grades 4-5</i>	TEXT STRUCTURES <i>grades 4-5</i>	MAIN IDEA <i>grades 4-5</i>	MULTIPLE ACCOUNTS <i>of the SAME TOPIC</i>
INFERENCES <i>grades 4-5</i>	INTEGRATING INFORMATION	FIGURATIVE LANGUAGE <i>grades 4-5</i>	THE PERFECT SUPPLEMENTAL RESOURCE FOR 4TH AND 5TH GRADE TEACHERS!

The image is a promotional graphic for a collection of reading resources. It features a grid of 12 small thumbnail images, each representing a different resource. The thumbnails are arranged in three rows and four columns. The top row contains: 'STORY ELEMENTS grades 4-5', 'TEACHING THEME grades 4-5', 'POINT OF VIEW grades 4-5', and 'POETRY RESOURCES grades 4-5'. The middle row contains: 'REASONS & EVIDENCE grades 4-5', 'TEXT STRUCTURES grades 4-5', 'MAIN IDEA grades 4-5', and 'MULTIPLE ACCOUNTS of the SAME TOPIC'. The bottom row contains: 'INFERENCES grades 4-5', 'INTEGRATING INFORMATION', 'FIGURATIVE LANGUAGE grades 4-5', and a large black box with white text that reads 'THE PERFECT SUPPLEMENTAL RESOURCE FOR 4TH AND 5TH GRADE TEACHERS!'. Each thumbnail shows a preview of the resource, which includes various worksheets, posters, and graphic organizers. The overall design is clean and professional, with a focus on providing a comprehensive set of tools for 4th and 5th grade literacy instruction.

READING:

LITERATURE

STANDARDS

USING TEXT EVIDENCE

I can explain a text and use details, examples, and evidence from the text to support my explanation.

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

MAKING INFERENCES

I can make inferences and use evidence from the story to support my inferences.

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

THEMES IN LITERATURE

I can determine the theme of a text and use evidence from the text to support the theme.

RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

SUMMARIZING

I can identify key details and events of a text and use those to summarize the text.

RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

STORY ELEMENTS

I can describe characters, settings, and events from a story or a drama. I can use details from the text to support my descriptions.

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

WORDS AND PHRASES

I can determine the meaning of words and phrases used in a text, including phrases that allude to mythology.

RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

TYPES OF STORIES

I can explain the differences between poems, drama, and prose and understand the structure of each.


RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

POINT OF VIEW

I can identify the point of view of a story. I can compare and contrast points of view of different stories.

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.

VISUAL & ORAL PRESENTATIONS

I can connect written versions of a story or drama to a visual or oral (spoken) presentation of the same story or drama.

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.

COMPARE AND CONTRAST

I can compare and contrast stories with similar themes, topics, and events.

RL.4.9

Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

READING LITERATURE

I can read and comprehend 4th grade literature, including stories, drama, and poetry.

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.

READING:

**INFORMATIONAL
STANDARDS**

TEXT EVIDENCE

I can explain informational text and use details, examples, and evidence from the text to support my explanation.

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.

MAKING INFERENCES

I can make inferences from informational text and use evidence from the text to support my inferences.

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.

MAIN IDEA

I can determine the main idea of an informational text and the details that support it.

RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SUMMARIZING

I can write a detailed and thorough summary of an informational text.

RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

INFORMATIONAL TEXTS

I can explain events and ideas from historical text and procedures, ideas, and concepts from scientific and technical text.

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.

WORDS AND PHRASES

I can determine the meaning of nonfiction subject area and academic words and phrases used in a text.

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.*

TEXT STRUCTURE

I can identify and describe the text structure used in a text or in part of a text.

RI.4.5

Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

MULTIPLE ACCOUNTS

I can identify firsthand and secondhand accounts of the same event or topic and compare and contrast the accounts.

RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

INTERPRET INFORMATION

I can interpret information presented in a visual way, through a speech, or with data.

RI.4.7

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

AUTHOR'S POINT

I can identify and explain the reasons and evidence used to support an author's point.

RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

INTEGRATING INFORMATION

I can read two texts on the same topic and integrate information from both to write or speak about the topic.

RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

READING INFORMATIONAL

I can read and comprehend 4th grade level informational text on a variety of topics and events.

RI.4.10

By the end of year, read and comprehend informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**READING:
FOUNDATIONAL
SKILLS**

READING SKILLS

I can use phonics and word analysis skills to decode unfamiliar words.

RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

READING SKILLS

I can use letter-sound knowledge, syllables, and roots and affixes to read unfamiliar words.

RF.4.3.A

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

READING SKILLS

I can read with
accuracy and fluency
to support my
comprehension.

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

READING SKILLS

I can read grade-level text with a purpose and understanding.

RF.4.4.A

Read grade-level text with purpose and understanding.

READING SKILLS

I can read grade-level text aloud with accuracy, appropriate rate, and expression.

RF.4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

READING SKILLS

I can use context to confirm and self-correct while I am reading, rereading as needed.

RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

OPINION WRITING

I can write well-developed opinion pieces on topics and texts.

W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

OPINION WRITING

I can write an introduction that clearly states my opinion.

W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

OPINION WRITING

I can organize my ideas in a logical way to support my opinion and purpose.

W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

OPINION WRITING

I can include reasons to support my opinion and order my reasons in a logical way.

W.4.1.B

Provide logically ordered reasons that are supported by facts and details.

OPINION WRITING

I can support my reasons with relevant facts and details.

W.4.1.B

Provide logically ordered reasons that are supported by facts and details.

OPINION WRITING

I can use transition words and phrases to link opinions and reasons.

W.4.1.C

Link opinion and reasons using words and phrases.

OPINION WRITING

I can write a concluding statement or section that supports and is related to my opinion.

W.4.1.D

Provide a concluding statement or section related to the opinion presented.

INFORMATIONAL WRITING

I can write clear and well-developed informative/explanatory texts on a variety of topics.

W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INFORMATIONAL WRITING

I can write an introduction that clearly introduces my topic.

W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.

INFORMATIONAL WRITING

I can group related information in paragraphs and sections.

W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.

INFORMATIONAL WRITING

I can use text features, formatting, illustrations, and multimedia to support my writing.

W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.

INFORMATIONAL WRITING

I can include facts, definitions, concrete details, and examples to support my topic.

W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INFORMATIONAL WRITING

I can use transition words and phrases to link ideas within categories.

W.4.2.C

Link ideas within categories of information using words and phrases.

INFORMATIONAL WRITING

I can use clear and specific vocabulary and terms to explain my topic.

W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

INFORMATIONAL WRITING

I can write a concluding statement or section that supports my topic.

W.4.2.E

Provide a concluding statement or section related to the information or explanation presented.

NARRATIVE WRITING

I can write well-developed narratives that are imagined or based on real events.

W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NARRATIVE WRITING

I can hook the reader into my story by establishing a situation and introducing key characters.

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.

NARRATIVE WRITING

I can organize the events in my story in a natural and engaging way.

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.

NARRATIVE WRITING

I can use dialogue to develop experiences, events, and show character responses.

W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

NARRATIVE WRITING

I can use clear descriptions to develop experiences, events, and show character responses.

W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

NARRATIVE WRITING

I can use transition words and phrases to sequence the events of the story.

W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

NARRATIVE WRITING

I can use concrete words and sensory details to describe experiences and events clearly.

W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

NARRATIVE WRITING

I can write a conclusion that wraps up the story and events.

W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

WRITING

I can write in a way that is clear and appropriate for a variety of writing tasks, purposes, and audiences.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WRITING

I can write using the writing process, with guidance and support from other students and teachers.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

WRITING

I can use technology to publish my writing and to interact and collaborate with others.

W.4.6

With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

WRITING

I can demonstrate keyboarding skills that allow me to produce my writing effectively.

W.4.6

With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

WRITING

I can write research papers and projects that explore different aspects of a topic.

W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

WRITING

I can recall and gather information from different sources, including print and digital sources.

W.4.8

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.

WRITING

I can take notes and categorize information from different sources.

W.4.8

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.

WRITING

I can provide a list of sources that I use for informational and research writing.

W.4.8

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.

WRITING

I can write about literary and informational texts, using evidence from the text to support my writing.

W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WRITING

I can write over extended time frames and shorter time frames and in a variety of subjects for a variety of reasons and purposes.

W.4.10

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.

**SPEAKING &
LISTENING**

SPEAKING & LISTENING

I can participate and engage in collaborative discussions with a variety of partners and on a variety of 4th grade topics and texts.

SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SPEAKING & LISTENING

I can be prepared for a discussion. I can read and study resources and topics and use that preparation during discussions.

SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SPEAKING & LISTENING

I can follow rules for discussions and complete my assigned roles.

SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

SPEAKING & LISTENING

I can ask questions, respond to questions, and make comments to contribute to the discussion and connect to the ideas of others.

SL.4.1.C

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.

SPEAKING & LISTENING

I can review the ideas discussed and explain my own ideas formed from the discussion.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SPEAKING & LISTENING

I can paraphrase parts of a text read aloud or information from a presentation.

SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SPEAKING & LISTENING

I can identify the reasons and evidence a speaker provides to support his or her main points.

SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

SPEAKING & LISTENING

I can report on a topic, tell a story, or retell an experience in an organized and clear way with appropriate facts and details.

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.

SPEAKING & LISTENING

I can include audio recordings and visuals to add to the main ideas or themes of my presentation.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SPEAKING & LISTENING

I can determine when formal English is needed and when informal English is appropriate.

SL.4.6

Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

LANGUAGE

RELATIVE PRONOUNS

I can use relative pronouns correctly.

L.4.1.A

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

RELATIVE ADVERBS

I can use relative adverbs correctly.

L.4.1.A

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

PROGRESSIVE VERBS

I can form and use
progressive verb
tenses correctly.

L.4.1.B

Form and use the progressive
(e.g., *I was walking; I am walking;
I will be walking*) verb tenses.

MODAL VERBS

I can use modal verbs correctly.

L.4.1.C

Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

ORDERING ADJECTIVES

I can order
adjectives correctly
in sentences.

L.4.1.D

Order adjectives within sentences according to conventional patterns.

PREPOSITIONAL PHRASES

I can form and use
prepositional phrases
correctly.

L.4.1.E

Form and use prepositional
phrases.

SENTENCES

I can write complete sentences. I can recognize and correct fragments and run-ons.

L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONFUSED WORDS

I can correctly use frequently confused words such as to, too, and two.

L.4.1.G

Correctly use frequently confused words.

CAPITALIZATION

I can use correct capitalization when writing.

L.4.2.A

Use correct capitalization.

QUOTATIONS

I can use commas and quotation marks correctly in direct speech and quotations.

L.4.2.B

Use commas and quotation marks to mark direct speech and quotations from a text.

COMPOUND SENTENCES

I can use a comma
before a conjunction in
a compound sentence.

L.4.2.C

Use a comma before a
coordinating conjunction in a
compound sentence.

SPELLING

I can spell grade level words correctly, using spelling resources if needed.

L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

PRECISE WORDS & PHRASES

I can choose precise words and phrases to describe my ideas.

L.4.3.A

Choose words and phrases to convey ideas precisely.

PUNCTUATION

I can choose
punctuation to add
effect.

L.4.3.B

Choose punctuation for
effect.

FORMAL VS. INFORMAL

I can determine when to use formal English and when informal language is appropriate.

L.4.3.C

Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

CONTEXT CLUES

I can use context clues to determine the meanings of unknown words.

L.4.4.A

Use context as a clue to the meaning of a word or phrase.

GREEK & LATIN ROOTS

I can use Greek and Latin roots to determine the meanings of unknown words.

L.4.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

REFERENCE MATERIALS

I can use reference materials to help determine the meanings and pronunciations of words.

L.4.4.C

Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

SIMILES AND METAPHORS

I can explain the meaning of similes and metaphors used in sentences or stories.

L.4.5.A

Explain the meaning of simple similes and metaphors in context.

IDIOMS, ADAGES & PROVERBS

I can identify and explain the meaning of common idioms, adages, and proverbs.

L.4.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

SYNONYMS & ANTONYMS

I can identify and understand synonyms and antonyms.

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).

ACADEMIC WORDS & PHRASES

I can collect and use
grade level
academic words and
phrases.

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 and that are basic to a particular topic

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Thanks!
Jennifer Findley

