

## Ruby Common Core Curriculum Standards

The following standards for 4<sup>th</sup> grade offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Selection Title	Ruby Common Core Curriculum
<b>Unit One</b>	
Leah's Pony	RL.4.2 RL.4.3 W.4.1
Supergrandpa	RL.4.1 RL.4.3 W.4.1
Two Big Bears	RL.4.1 RL.4.3 W.4.3
Mom's Best Friend	RL.4.1 RI.4.2 W.4.1
The Tiger, the Persimmon and the Rabbit's Tail	RL.4.2 RL.4.3 W.4.1
<b>Unit Two</b>	
Sato and the Elephants	RL.4.2 RL.4.9 W.4.3
Amelia's Road	RL.4.2 RL.4.3 W.4.3
The Hatmaker's Sign	RL.4.2 RL.4.7 W.4.1
Dad, Jackie, and Me	RL.4.2 RL.4.6 W.4.1
And Now the Good News	RL.4.1 RI.4.2 W.4.1
<b>Unit Three</b>	
Eddie, Incorporated	RL.4.3 RF.4.4 W.4.3
Heatwave!	RL.4.1 RL.4.6 W.4.3
The Wright Brothers	RL.4.3 RL.4.6 RL.4.10 W.4.3
The Imperfect/Perfect Book Report	RL.4.2 RL.4.3 W.4.3
Justin Lebo	RL.4.1 RL.4.6 W.4.2
<b>Unit Four</b>	
Earthquake Terror	RL.4.2 RL.4.3 W.4.3
The Gift	RL.4.1 RL.4.2 W.4.1
Toto	RL.4.2 RL.4.3 W.4.3
Owl Moon	RL.4.1 RL.4.5 W.4.3
Homeward the Arrow's Flight	RL.4.1 RL.4.3 RL.4.10 W.4.1
<b>Unit Five</b>	
Underwater Rescue	RI.4.1 RI.4.2 RF.4.4 W.4.1
The Seven Children	RL.4.1 RL.4.2 W.4.3
The Garden of Happiness	RL.4.1 RL.4.2 W.4.3
One Grain of Rice	RL.4.1 RL.4.3 W.4.3
Maria's House	RL.4.1 RL.4.3 RL.4.9 W.4.3
<b>Unit Six</b>	
The Bridge Dancers	RL.4.1 RL.4.3 RL.4.10 W.4.3
Dancing Bees	RI.4.1 RI.4.2 W.4.3
Name This American	RL.4.1 RL.4.5 W.4.2 W.4.3
Boss of the Plains	RL.4.1 RL.4.3 W.4.3
Stone Fox	RL.4.2 RL.4.3 RL.4.9 RL.4.10 W.4.3

## ***Common Core State Standards for 4th Grade***

### ***Reading Standards***

#### ***Foundation Skills Fluency***

RF.4.4: Read with Sufficient accuracy and fluency to support comprehension.

### ***Reading - Literature***

#### ***Key Ideas and Details***

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.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### ***Craft and Structure***

RL.4.4: Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology ( e.g. Herculean).

RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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.

#### ***Integration of Knowledge and Ideas***

RL.4.7: Make connections between the text of the story or drama and visual or oral presentation of the text, identifying where each version reflects specific description 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 event ( e.g. the quest) in stories, myths, and tradition literature from different cultures.

#### ***Range of Reading and Level of Complexity***

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 - Information***

### ***Key Ideas and Details***

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.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the 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.

### ***Craft and Structure***

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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.

### ***Integration of Knowledge and Ideas***

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

## ***Writing***

### ***Text Types and Purposes***

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

### ***Research to Build and Present Knowledge***

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.