BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 4 BY TRIMESTER

ARCHDIOCESE CHICAGO CATHOLIC SCHOOLS

This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Trimester 1		Trimester 2		Trimester 3		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
DOMAIN: Reading Standards for Literature							
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.							
Strand: _Key Ideas and Details (KID)_							
4.RL.KID.1 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							
						4.RL.KID.1.1.b	Locate explicit details and examples that support the meaning of a story, drama, or poem
						4.RL.KID.1.2.c	Develop a key idea using details and examples from a story, drama, or poem
						4.RL.KID.1.3.b	Locate details and examples that support the meaning of a story, drama, or poem
4.RL.KID.2 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.							
						4.RL.KID.2.1.c	Infer a theme based on key details that are explicit in the text of a story, drama, or poem
						4.RL.KID.2.2.c	Create a summary of a story, drama, or poem
						4.RL.KID.2.3.b	Locate a theme that is explicit in the text of a story, drama, or poem
4.RL.KID.3 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).							
						4.RL.KID.3.1.b	Describe a character in a story or drama by using specific details
						4.RL.KID.3.2.b	Describe a setting in a story or drama by using specific details
						4.RL.KID.3.3.b	Describe an event in a story or drama by using specific details
Strand: _Craft and Structure (CAS)_							
4.RL.CAS.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 (e.g., Herculean).							
						4.RL.CAS.4.1.a	Identify the attributes of significant characters found in mythology
						4.RL.CAS.4.2.b	Determine the meaning of words and phrases related to significant mythological characters found in a story, drama, or poem
						4.RL.CAS.4.3.b	Determine the meaning of words and phrases as used in the text of a story, drama, or poem
4.RL.CAS.5 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.							
						4.RL.CAS.5.1.c	Explain an author's use of structural elements in a poem when writing or speaking about a text
						4.RL.CAS.5.2.c	Explain an author's use of structural elements in drama when writing or speaking about a text
						4.RL.CAS.5.3.c	Explain an author's use of structural elements in prose when writing or speaking about a text
						4.RL.CAS.5.4.b	Compare and contrast the structure of a poem, drama, and prose
4.RL.CAS.6 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.							

Prepared by GAINS Education Group 8/13/2014

							4.RL.CAS.6.1.a	Recognize the different points of view from which a story, drama, or poem can be narrated
							4.RL.CAS.6.2.b	Distinguish between stories, drama, or poems narrated in first-person from those narrated in third-person

Strand: *Integration of Knowledge and Ideas (IKI)*

4.RL.IKI.7 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.

							4.RL.IKI.7.1.b	Relate the text of a story or drama to that of a visual or oral presentation of the text
							4.RL.IKI.7.2.b	Compare and contrast specific descriptions and directions in the text of a story or drama with those of a visual or oral presentation of the text

4.RL.IKI.9 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.

							4.RL.IKI.9.1.b	Compare and contrast similar themes and topics in stories, myths, and traditional literature from different cultures
							4.RL.IKI.9.2.b	Compare and contrast similar patterns of events in stories, myths, and traditional literature from different cultures

DOMAIN: Reading Standards: Foundational Skills

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

Strand: *Phonics and Word Recognition (PWR)*

4.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.

							4.RF.PWR.3.1-1.a	Identify roots and affixes in multisyllabic words
							4.RF.PWR.3.1-2.a	Define the terms roots and affixes
							4.RF.PWR.3.1-3.a	Define common grade-level roots
							4.RF.PWR.3.1-4.a	Define common grade-level affixes
							4.RF.PWR.3.1-5.b	Determine the meaning of a text by using roots and suffixes
							4.RF.PWR.3.1-6.b	Determine the meaning of words from a text by using letter-sound correspondence
							4.RF.PWR.3.1-7.b	Use syllabication to create meaning from a text
							4.RF.PWR.3.1-8.b	Describe ways that multisyllable words in a text can be decoded
							4.RF.PWR.3.1-9.b	Decode multisyllable words both in and out of the context of a text
							4.RF.PWR.3.1-10.c	Integrate knowledge of letter-sound correspondences, syllabication patterns, and root words and affixes to comprehend unfamiliar multisyllabic words found in a text

Strand: *Fluency (FLU)*

4.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.

							4.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding
							4.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings
							4.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings
							4.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings

								4.RF.FLU.4.2-4.c	Use punctuation to facilitate expression while reading prose and poems aloud
								4.RF.FLU.4.3-1.b	Use context to determine the meaning of words in a text by rereading if necessary
								4.RF.FLU.4.3-2.b	Use context to self-correct words by rereading words that were misread
								4.RF.FLU.4.3-3.b	Use context to recognize words in a text
								4.RF.FLU.4.3-4.b	Use context to self-correct words that are not recognized by rereading the text

DOMAIN: Reading Standards for Informational Text

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

Strand: *Key Ideas and Details (KID)*

4.RI.KID.1 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

								4.RI.KID.1.1.b	Locate details and examples that support the meaning of a multiparagraph informational text
								4.RI.KID.1.2.c	Inter meaning from a text using details and examples from a multiparagraph informational text
								4.RI.KID.1.3.b	Locate details and examples that support the explicit meaning of a multiparagraph informational text

4.RI.KID.2 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

								4.RI.KID.2.1.b	Develop a main idea by using key details in of a multiparagraph informational text
								4.RI.KID.2.2.b	Cite key details to support the main idea of a multiparagraph informational text
								4.RI.KID.2.3.c	Create a summary of a multiparagraph informational text

4.RI.KID.3 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.

								4.RI.KID.3.1.b	Explain the causes of an event in a historical text by using specific details
								4.RI.KID.3.2.b	Explain the outcomes of a procedure in a scientific or technical text by using specific details
								4.RI.KID.3.3.b	Explain the development of ideas/concepts in a scientific or technical text by using specific details

Strand: *Craft and Structure (CAS)*

4.RI.CAS.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.

								4.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text
								4.RI.CAS.4.1-2.b	Determine the meaning of domain-specific words and phrases from an informational text

4.RI.CAS.5 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.

								4.RI.CAS.5.1.b	Identify the structure of the events that occur in an informational text
								4.RI.CAS.5.2.b	Identify the structure of the ideas and concepts as presented in an informational text
								4.RI.CAS.5.3.b	Identify the structure of information as presented in an informational text

4.RI.CAS.6 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

							4.RI.CAS.6.1.b	Analyze the information presented in a firsthand and secondhand account of the same topic from informational texts
							4.RI.CAS.6.2.b	Distinguish between a firsthand and secondhand account

Strand: *Integration of Knowledge and Ideas (IKI)*

4.RI.IKI.7 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

							4.RI.IKI.7.1.b	Analyze how information presented visually, orally, or quantitatively contributes to the meaning of an informational text
							4.RI.IKI.7.2.b	Explain how information presented visually, orally, or quantitatively contributes to the meaning of an informational text

4.RI.IKI.8 8. Explain how an author uses reasons and evidence to support particular points in a text.

							4.RI.IKI.8.1.b	Analyze the reasons and evidence that an author uses to support points in an informational text

4.RI.IKI.9 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

							4.RI.IKI.9.1.c	Combine information from two informational texts on the same topic in order to write or speak about its meaning

DOMAIN: Writing Standards

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 tasks, purposes, and audiences.

Strand: *Text Types and Purposes (TTP)*

4.W.TTP.1 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

							4.W.TTP.1.1-1.c	Introduce a topic or text clearly when writing an opinion piece
							4.W.TTP.1.1-2.c	State an opinion when writing an opinion piece
							4.W.TTP.1.1-3.c	Create an organizational structure in which related ideas are grouped to support the purpose when writing an opinion piece
							4.W.TTP.1.2.c	Support reasons with facts and details when writing an opinion piece
							4.W.TTP.1.3.c	Link opinions and reasons using words and phrases when writing an opinion piece
							4.W.TTP.1.4.c	Write a concluding statement or section related to the opinion presented when writing an opinion piece

4.W.TTP.2 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

							4.W.TTP.2.1-1.c	Introduce a topic when writing an informative/explanatory text
							4.W.TTP.2.1-2.c	Group related information into paragraphs or sections when writing an informative/explanatory text
							4.W.TTP.2.1-3.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text
							4.W.TTP.2.2.c	Develop a topic with information and examples related to a topic when writing an informative/explanatory text
							4.W.TTP.2.3.c	Link ideas within categories of information using words and phrases when writing an informative/explanatory text
							4.W.TTP.2.4.c	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text

							4.W.TTP.2.5.c	Write a concluding statement or section related to the information included when writing an informative/explanatory text

4.W.TTP.3 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

							4.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative
							4.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally when writing a narrative
							4.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative
							4.W.TTP.3.2-1.c	Develop events when writing a narrative
							4.W.TTP.3.2-2.c	Show the responses of characters to situations when writing a narrative
							4.W.TTP.3.3.c	Use a variety of transitional words and phrases to manage the sequence of events when writing a narrative
							4.W.TTP.3.4.c	Use precise language to convey events when writing a narrative
							4.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative

Strand: *Production and Distribution of Writing (PDW)*

4.W.PDW.4 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing Standards 1–3.)

							4.W.PDW.4.1.c	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

4.W.PDW.5 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)

							4.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

4.W.PDW.6 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

							4.W.PDW.6.1.c	Use technology to produce and publish writing
							4.W.PDW.6.2.c	Collaborate with others when producing and publishing writing
							4.W.PDW.6.3.c	Display sufficient command of keyboarding skills

Strand: *Research to Build and Present Knowledge (RBK)*

4.W.RBK.7 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

							4.W.RBK.7.1.c	Conduct short research projects that build knowledge by investigating multiple aspects of a topic

4.W.RBK.8 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.

							4.W.RBK.8.1.a	Recall relevant information from experiences to include in a short research project
							4.W.RBK.8.2.b	Gather relevant information from print and digital sources to include in a short research project
							4.W.RBK.8.3.b	Take notes on each source of information for use in a short research project
							4.W.RBK.8.4.b	Categorize information for use in a short research project
							4.W.RBK.8.5.b	Develop a list of sources for use in a short research project

4.W.RBK.9 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

							4.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project
							4.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project

DOMAIN: Speaking and Listening Standards

By the end of the year, use oral language skills with appropriate complexity for grade 4.

Strand: *Comprehension and Collaboration (CAC)*							
4.SL.CAC.1 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.							
						4.SL.CAC.1.1-1.b	Prepare for group discussion by reading or studying required material
						4.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion
						4.SL.CAC.1.2-1.c	Follow agreed-upon rules for a group discussion
						4.SL.CAC.1.2-2.c	Perform assigned roles in a group discussion
						4.SL.CAC.1.3-1.c	Clarify information by posing questions about what a speaker said during a group discussion
						4.SL.CAC.1.3-2.c	Clarify information by responding to specific questions about what a speaker said during a group discussion
						4.SL.CAC.1.3-3.c	Link comments to the remarks of others during a group discussion
						4.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion
						4.SL.CAC.1.4-2.c	Explain ideas gained during a group discussion
4.SL.CAC.2 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.							
						4.SL.CAC.2.1.b	Paraphrase portions of a text read aloud
						4.SL.CAC.2.2.b	Paraphrase portions of a text presented in diverse media and formats
4.SL.CAC.3 3. Identify the reasons and evidence a speaker provides to support particular points.							
						4.SL.CAC.3.1.b	Identify evidence presented orally to support a particular point
Strand: *Presentation of Knowledge and Ideas (PKI)*							
4.SL.PKI.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.							
						4.SL.PKI.4.1.c	Present orally on a topic or text in an organized manner by using appropriate facts and relevant details
						4.SL.PKI.4.2-1.c	Tell a story orally in an organized manner by using appropriate facts and relevant details to support key ideas or themes
						4.SL.PKI.4.2-2.c	Recount experiences orally with appropriate facts and relevant, descriptive details to support key ideas or themes
						4.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation
4.SL.PKI.5 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.							
						4.SL.PKI.5.1.c	Develop key ideas or themes by adding audio recordings to an oral presentation
						4.SL.PKI.5.2.c	Determine key ideas or themes by adding visual displays to an oral presentation
4.SL.PKI.6 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 1 for specific expectations.)							
						4.SL.PKI.6.1.b	Differentiate between contexts that call for formal English and informal discourse when speaking orally
						4.SL.PKI.6.2.c	Use formal English in an oral presentation when appropriate to task and situation

DOMAIN: Language Standards

By the end of the year, use language with appropriate complexity for grade 4.

Strand: *Conventions of Standard English (CSE)*

4.L.CSE.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

							4.L.CSE.1.1.c	Use relative pronouns and adverbs when writing or speaking
							4.L.CSE.1.2-1.b	Construct progressive verb tenses
							4.L.CSE.1.2-2.c	Use progressive verb tenses when writing or speaking
							4.L.CSE.1.3.c	Use modal auxiliaries to convey various conditions when writing or speaking
							4.L.CSE.1.4.b	Order adjectives within sentences according to conventional patterns
							4.L.CSE.1.5-1.b	Construct prepositional phrases
							4.L.CSE.1.5-2.c	Use prepositional phrases when writing or speaking
							4.L.CSE.1.6-1.c	Produce complete sentences when writing or speaking
							4.L.CSE.1.6-2.b	Edit complete sentences for inappropriate fragments and run-ons
							4.L.CSE.1.7.b	Use frequently confused words when writing or speaking

4.L.CSE.2 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

							4.L.CSE.2.1.c	Use correct capitalization when writing
							4.L.CSE.2.2.b	Use quotation marks and commas to mark direct speech from a text
							4.L.CSE.2.3-1.b	Use quotation marks and commas to mark quotations from a text
							4.L.CSE.2.3-2.c	Use a comma before a coordinating conjunction in a compound sentence when writing
							4.L.CSE.2.4.b	Spell grade-appropriate words correctly when writing

Strand: *Knowledge of Language (KOL)*

4.L.KOL.3 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

							4.L.KOL.3.1.c	Use words and phrases to convey ideas precisely when writing or speaking
							4.L.KOL.3.2.c	Use punctuation for effect when writing or speaking
							4.L.KOL.3.3.b	Differentiate between contexts that call for formal English and appropriate informal English

Strand: *Vocabulary Acquisition and Use (VAU)*

4.L.VAU.4 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

							4.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues
							4.L.VAU.4.2.b	Determine the meaning of a word by using common, grade-appropriate Greek and Latin affixes and roots as clues
							4.L.VAU.4.3-1.a	Find the pronunciation of words by consulting reference materials
							4.L.VAU.4.3-2.a	Clarify the precise meaning of key words and phrases by consulting reference materials

4.L.VAU.5 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

							4.L.VAU.5.1.b	Explain the meaning of simple similes and metaphors in context
							4.L.VAU.5.2-1.a	Recognize common idioms, adages, and proverbs
							4.L.VAU.5.2-2.b	Explain the meaning of common idioms, adages, and proverbs
							4.L.VAU.5.3-1.b	Relate words to their antonyms.
							4.L.VAU.5.3-2.b	Relate words to their synonyms

4.L.VAU.6 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).							
						4.L.VAU.6.1.c	Use general academic words and phrases accurately
						4.L.VAU.6.2.c	Use domain-specific words and phrases accurately

Prepared by GAINS Education Group 8/13/2014