



# Montezuma Community Schools

504 N 4<sup>th</sup> Street  
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## Common Core Standards: Fourth Grade

### Literature:

- Determine a theme of a story, drama, or poem from details in the text; summarize the text. {RL.4.2}
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g.; character’s thoughts, words, or actions). {RL.4.3}
- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. {RL.4.6}
- Make connections between the text of the story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. {RL.4.7}

### Informational Text:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. {RI.4.1}
- Determine the main idea of a text and explain how it is supported by key details; summarize the text. {RI.4.2}
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. {RI.4.4}
- 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.4.5}

### Foundational:

- Know and apply grade-level phonics and word analysis skills in decoding words. {RF.4.3}
- Read with sufficient accuracy and fluency to support comprehension. {RF.4.4}

Learning Targets:	Student <i>I Can</i> Statements:	Report Card:
<ul style="list-style-type: none"> <li>• Students understand that details that develop the theme of a story, drama, or poem lead to a better understanding of other perspectives and cultures. {RL.4.2}</li> <li>• Students understand details in story or drama develop characters, settings, or events and lead to a better understanding of other perspectives and cultures. {RL.4.3}</li> <li>• Students understand that the information the reader gets in a story is impacted by the style of narration. {RL.4.6}</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the theme of stories, poems and other genres. {RL.4.2}</li> <li>• I can summarize different forms of literature. {RL.4.2}</li> <li>• I can describe a character using details from the story. {RL.4.3}</li> <li>• I can describe the setting using details from the story. {RL.4.3}</li> <li>• I can describe an event using details from the story. {RL.4.3}</li> <li>• I can compare and contrast points of view between stories. {RL.4.6}</li> <li>• I understand text changes whether told in first</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes themes in different genres</li> <li>• Summarizes literature</li> <li>• Describes story elements with detail</li> <li>• Compare and contrast elements of literature</li> <li>• Understands author’s point of view</li> </ul>

Montezuma Elementary – A Great Place to Be!



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<ul style="list-style-type: none"> <li>• Students understand that the information the reader gets in a story is impacted by the style of narration. {RL.4.7}</li> <li>• Students understand that referring to details and examples in a text supports a reader's explicit comprehension of or inferences about a text. {RI.4.1}</li> <li>• Students understand that key details support the main idea of text. {RI.4.2}</li> <li>• Students understand that clues in a text help a reader understand the meaning of words and phrases. {RI.4.4}</li> </ul>	<p>or third person. {RL.4.6}</p> <ul style="list-style-type: none"> <li>• I can compare and contrast a written literature to a visual or oral presentation of it. {RL.4.7}</li> <li>• I can provide examples from the text to support my thinking. {RL.4.7}</li> <li>• I can understand a text using exact and implied details. {RI.4.1}</li> <li>• I can explain the facts of a text using my own words. {RI.4.1}</li> <li>• I can draw inferences about a text. {RI.4.1}</li> <li>• I can provide details and examples from text to support my inferences. {RI.4.1}</li> <li>• I can summarize a text using key details. {RI.4.2}</li> <li>• I can identify the main idea from a non-fiction text. {RI.4.2}</li> <li>• I can relate supporting details to the main idea. {RI.4.2}</li> <li>• I can use the features of a text to determine the meaning of unfamiliar words and phrases. {RI.4.4}</li> <li>• I can use online or print resources to determine the meaning of unfamiliar words and phrases. {RI.4.4}</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast elements of literature</li> <li>• Uses examples from text to support answers</li> <li>• Build connections {Text-text, text-self, text-world}</li> <li>• Summarizes literature</li> <li>• Infer</li> <li>• Uses examples from text to support answers</li> <li>• Summarizing literature</li> <li>• Main Idea / Supporting details</li> <li>• Main Idea / Supporting details</li> <li>• Able to identify and use parts of a book</li> <li>• Shows correct use of reference materials</li> </ul>
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<ul style="list-style-type: none"><li>• Students understand that categories of information are presented in common text structures. {RI.4.5}</li><li>• Students understand that there are systemic relationships between letters and sounds and written words are composed of letter patterns that represent the sound of spoken words. {RF.4.3}</li><li>• Students understand fluent readers learn to recognize words quickly and accurately as a way of obtaining meaning from what is read. {RF.4.4}</li></ul>	<ul style="list-style-type: none"><li>• I can identify how the text or part of text is organized. {RI.4.5}</li><li>• I can apply letter sound and blend relationships. {RF.4.3}</li><li>• I can decode words by breaking the word into syllables. {RF.4.3}</li><li>• I can use base words, prefixes and suffixes to decode words. {RF.4.3}</li><li>• I can accurately read unfamiliar multi-syllable words in and out of context. {RF.4.3}</li><li>• I can read with purpose and understanding. {RF.4.4}</li><li>• I can read orally with accuracy and at an appropriate rate. {RF.4.4}</li><li>• I can read orally with expression. {RF.4.4}</li><li>• I can use context clues to help recognize word. {RF.4.4}</li><li>• I can break text up into meaningful groups of words (phrases). {RF.4.4}</li><li>• I can self-correct if I make a mistake when reading. {RF.4.4}</li></ul>	<ul style="list-style-type: none"><li>• Identifies organization of text</li><li>• Can use a variety of strategies to decode accurately</li><li>• Fluency Rate: {EOY Goal: 157 correct words per minute based on the FAST Assessment}</li><li>• Word Accuracy: {EOY Goal: 98%}</li><li>• Lexile Range: {EOY Goal: 640 - 780}</li><li>• Reads with expression</li></ul>
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