Grade 4 Competency Analysis
Worksheet

Course Description: 4th Grade – 3rd Trimester ELA

Directions:
1. For each unit of study, categorize the content standards to a competency.
2. Some Competencies could be a stand alone standard while other Competencies statements may be a combination of standards that link to an overall Competency.
3. Each unit of study should have a title and approximate length of time.

Unit Title: *Poppy -* Anchor Text for ELA

Big Ideas: Bravery, Courage, and Survival

Essential Questions:
What do we all need to know about overpopulation?
What might we be able to do about overpopulation?
How do we demonstrate bravery and courage?
What causes people to migrate?

Length of Time: 3rd Trimester

Standards supporting *Content* Competencies Statements *Declarative Knowledge*	Standards supporting *Skills* Competency Statements *Procedural Knowledge*	Standards supporting *Concept* Competency Statement *Conceptual Knowledge*
Range of Reading and Level of Text Complexity Competency Statement *Students will, by the end of the year, read and comprehend literature and informational texts including stories, dramas, and poetry, 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.*		*Students will demonstrate their knowledge and understanding of the theme, "survival depends on the environment."*
Range of Reading and Level of Text Complexity Standards • 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. (RL.4.10) • By the end of 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. (RI.4.10)		

Craft and Structure Competency Statement	Key Ideas and Details Competency Statement	Students will describe cause and effect relationships of living things and their environments.
Students will analyze craft and structure in reading literature and informational text. (Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.)	Students will identify key ideas and details in reading literature and informational text. (Effective readers use a variety of strategies to make sense of key ideas and details presented in text.)	
Craft and Structure **Reading Literature Standards** • 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). (RL.4.4) • 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.4.5) • 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) **Reading Informational Text Standards** • 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) • Compare and contrast a **firsthand and secondhand account** of the same event or topic; describe the **differences** in focus and the information provided. (RI.4.6)	**Key Ideas and Details** **Reading Literature Standards** • Refer to **details** and examples in a text when explaining what the text says explicitly and when **drawing inferences** from the text. (RL.4.1) • 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., a character's thoughts, words, or actions). (RL.4.3) **Reading Informational Text Standards** • 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) • 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. (RI.4.3)	

Vocabulary Acquisition and Use Language Competency Statement	Integration of Knowledge and Ideas Competency Statement	
Students will acquire and use academic and domain-specific <u>vocabulary</u>. (Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.)	***Students will evaluate the <u>integration of knowledge and ideas</u> in literature and informational text.*** (To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.)	
Vocabulary Acquisition and Use Language Standards • 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. (L.4.4) • Demonstrate understanding of **figurative language, word relationships**, and **nuances** in word meanings. (L.4.5) • 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). (L.4.6)	**Integration of Knowledge and Ideas** **Reading Literature Standards** • 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. (RL.4.7) • 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. (RL.4.9) **Reading Informational Text Standards:** • **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. (RI.4.7) • Explain how an author uses **reasons and evidence** to support particular points in a text. (RI.4.8) • **Integrate information** from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)	

Knowledge and Conventions of Standard English Language Competency Statement	Comprehension and Collaboration Competency Statement	
Students will use the knowledge of language and demonstrate a command of conventions of standard English language. (Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. Knowledge of language Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information, and to clarify meaning when reading or listening.)	**Students will effectively comprehend and collaborate through listening and collaborative discussion.** (Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.)	
Conventions of Standard English Language Standards • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(L.4.1) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2) **Knowledge of Language** • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3)	**Comprehension and Collaboration** **Speaking and Listening Standards** • 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. (SL.4.1) • **Paraphrase** portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) • Identify the **reasons** and **evidence** a speaker provides to support particular points. (SL.4.3)	

	Presentation of Knowledge and Ideas Competency Statement *Students will effectively present knowledge and ideas through speaking.* (Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.)	
	Presentation of Knowledge and Ideas **Speaking and Listening Standards** • 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. (SL.4.4) • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5) • 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 here for specific expectations.) (SL.4.6)	
	Range of Writing Competency Statement *Students will 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.* (W.4.10) (Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.)	

	Text Types and Purposes Competency Statement *Students will write opinion, informative/ explanatory, and narrative texts for variety audiences.* (Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.)	
	Text Types and Purposes Writing Standards • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1) • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2) • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.4.3)	
	Production and Distribution of Writing Competency Statement *Students will produce and distribute writing.* (Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.)	

	Production and Distribution of Writing Standards • 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 standards 1-3 above.) ([W.4.4](#)) • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) ([W.4.5](#)) • 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 one page in a single sitting. ([W.4.6](#))	
	Research to Build and Present Knowledge **Competency Statement** ***Students will research to <u>build and present knowledge.</u>*** (Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.)	
	Research to Build and Present Knowledge **Writing Standards** • Conduct short research projects that build knowledge through investigation of different aspects of a topic. ([W.4.7](#)) • 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. ([W.4.8](#)) • Draw evidence from literary or informational texts	

	to support analysis, reflection, and research. (W.4.9)	

Enduring Understanding statements for each competency area from Align, Assess, Achieve, Inc.