

## Grade 4 RLA Instruction and Assessment Alignment Map

### Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

Grade Level Content Standard	Content Standard Description	# Items on CST	# items on EACH LPA	Ready-Made Progress Monitoring Assessment Available*	Taught in Treasures Unit 1	Taught in Treasures Unit 2	Taught in Treasures Unit 3	Taught in Treasures Unit 4	Taught in Treasures Unit 5	Other Treasures Instructional Resources
					<b>LPA 1:</b> DEC 5-9		<b>LPA 2:</b> MAR 19-23		<b>LPA 3:</b> JUN 11-14	

<b>GRADE 4</b>										
GRADE 4	READING									
4RW1.0	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	24%								
4RW1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	0			✓	✓	✓	✓	✓	
4RW1.2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	8	3		✓	✓	✓	✓	✓	
4RW1.3	Use knowledge of root words to determine the meaning of unknown words within a passage.	3	3		▲	▲	✓	✓	✓	
4RW1.4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	1		*	✓	✓	✓	✓	✓	
4RW1.5	Use a thesaurus to determine related words and concepts.	1			✓	▲	✓	✓	✓	
4RW1.6	Distinguish and interpret words with multiple meanings.	5	4	*	▲	▲		✓	▲	Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 14, all lessons; Section 15, Lesson 156)

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<b>4RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	<b>20%</b>								
4RC2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	1		*	✓	✓		✓	✓	
4RC2.2	Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	0			✓	✓	✓	✓	✓	
4RC2.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	2		*	✓	▲	✓	▲	✓	
4RC2.4	Evaluate new information and hypotheses by testing them against known information and ideas.	3	3	*	✓	▲	✓	✓	✓	
4RC2.5	Compare and contrast information on the same topic after reading several passages or articles.	3	3	*	✓	✓	✓	✓	✓	
4RC2.6	Distinguish between cause and effect and between fact and opinion in expository text.	3	3	*		✓	✓	✓	▲	
4RC2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	3		*			✓	✓	▲	
<b>4RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children’s literature.</b>	<b>12%</b>								
4RL3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	1		*	✓	✓	▲	✓	✓	

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4RL3.2	Identify the main events of the plot, their causes, and the influence of each event on future actions.	2	3	*	✓	✓	✓	▲	▲	
4RL3.3	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1			✓	✓	✓	✓	▲	
4RL3.4	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	2		*	▲	▲	✓	✓	✓	
4RL3.5	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	3	3	*	✓	✓	▲	✓	✓	
<b>GRADE 4</b>	<b>WRITING</b>									
<b>4WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>20%</b>								
4WS1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	2	3 + All CRs		✓	✓	✓	✓	✓	
4WS1.2a	Create multiple-paragraph compositions: Provide an introductory paragraph.	0	All CRs		✓	✓	✓		✓	
4WS1.2b	Create multiple-paragraph compositions: Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.	1	3 + All CRs		✓	✓	✓		✓	

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4WS1.2c	Create multiple-paragraph compositions: Include supporting paragraphs with simple facts, details, and explanations.	1	3 + All CRs		✓	✓	✓		✓	
4WS1.2d	Create multiple-paragraph compositions: Conclude with a paragraph that summarizes the points.	1	3 + All CRs		✓	✓	✓		✓	
4WS1.2e	Create multiple-paragraph compositions: Use correct indentation.	0	All CRs		✓	✓	✓		✓	
4WS1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	2	CR 1 and CR 3		▲	▲		✓	✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Sections 6-11 as needed)  <i>May be reinforced through weekly writing instruction</i>
4WS1.4	Write fluidly and legibly in cursive or joined italic.	0	All CRs		✓		✓	✓	✓	
4WS1.5	Quote or paraphrase information sources, citing them appropriately.	1			▲	✓	✓		✓	
4WS1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	1		*	✓	✓	✓	✓	✓	
4WS1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	1			✓	✓			✓	
4WS1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	2			✓	▲		▲	✓	
4WS1.9	Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	0			✓	✓	✓	✓	▲	

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4WS1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	3	3 + All CRs		✓	✓	✓	✓	✓	
<b>4WA2.0</b>	<b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b>	0%								
4WA2.1a	Write narratives: Relate ideas, observations, or recollections of an event or experience.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.1b	Write narratives: Provide a context to enable the reader to imagine the world of the event or experience.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.1c	Write narratives: Use concrete sensory details.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.1d	Write narratives: Provide insight into why the selected event or experience is memorable.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.2a	Write responses to literature: Demonstrate an understanding of the literary work.	0	CR 2		✓	✓	✓	▲	▲	
4WA2.2b	Write responses to literature: Support judgments through references to both the text and prior knowledge.	0	CR 2		✓	✓	✓	▲	▲	
4WA2.3a	Write information reports: Frame a central question about an issue or situation.	0				✓		▲	✓	
4WA2.3b	Write information reports: Include facts and details for focus.	0				✓		▲	✓	

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4WA2.3c	Write information reports: Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	0				✓		▲	✓	
4WA2.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	0	CR 3		✓	▲	▲	✓	✓	
<b>GRADE 4</b>	<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>									
<b>4WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>24%</b>								
4WC1.1	Use simple and compound sentences in writing and speaking.	3	3 + All CRs		✓	▲	▲		▲	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 5, all lessons)  <i>May be reinforced through weekly writing instruction</i>
4WC1.2	Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2		*	▲	▲			✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 5, Lessons 45, 46, & 48)  <i>May be reinforced through weekly writing instruction</i>
4WC1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	4	4 + All CRs		✓	▲	▲		✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 3 and Section 4: any lesson as needed)  <i>May be reinforced through weekly writing instruction</i>
4WC1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	2	All CRs	*		✓	✓	✓	✓	
4WC1.5	Use underlining, quotation marks, or italics to identify titles of documents.	1		*		✓		▲	✓	

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4WC1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	2	All CRs	*		✓	✓	✓	▲	
4WC1.7	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	4	4 + All CRs	*	✓	✓	✓	✓	✓	

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Highlighted standards indicate additional instruction is needed    ✓ indicates Treasures **directly** addresses the standard    ▲ indicates Treasures **indirectly** addresses the standard    CR = Constructed Response / Writing Prompt