

Fourth Grade Florida Standards English Language Arts

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Course #5010045

Superintendent

Robert Pearce

Wakulla County School Board

Becky Cook

Jerry Evans

Melisa Taylor

Ray Gray

Greg Thomas

District Staff

Beth Mims – Chief Financial Officer

Terry Price – Reading Coach

Amy Seidler – Reading Coach

Fourth Grade Florida Standards for English Language Arts

BODY OF KNOWLEDGE: READING STANDARDS FOR LITERATURE			
Cluster 1: Key Ideas and Details			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Inference is based on details and examples in the text. Comprehension requires that the text be understood prior to inferences being made. It is important to rely on information in the text to support inference. <hr/> The student is able to: <ul style="list-style-type: none"> Use details and examples in a text to provide an explanation of what the text says. Draw inferences based on details and examples in the text. Cite support from the text for inferences drawn. 	<ul style="list-style-type: none"> I can use details and examples in the text to help explain what the text means. I can make an inference from information presented in the text. I can cite support from the text for inferences I make.
LAFS.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Stories, dramas, and poems have themes. Knowing the different types of literature is essential to understanding content in writings. Understanding the content of the text is essential to summarization. <hr/> The student is able to: <ul style="list-style-type: none"> Compare and contrast the literary elements of stories, dramas, and poems. Use details from the text to determine the theme of the text. Determine important details in a text and use those details to write a summary of a text. 	<ul style="list-style-type: none"> I can use details to determine the theme of a story, poem, or drama. I can compare and contrast stories, dramas, and poems. I can use details to summarize a text.
LAFS.4.RL.1.3	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). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Characters, settings, and events in a story or drama can be described using specific details in the text and inferences drawn from those details. <hr/> The student is able to: <ul style="list-style-type: none"> Complete an in-depth description of a character, setting or event in a story or drama using specific details from the text. Add to a description of a character, setting or event in a story or drama by making inferences from the details in the text. 	<ul style="list-style-type: none"> I can use specific details from a story or drama to describe a character in depth. I can use specific details from a story or drama to describe the setting in depth. I can use specific details from a story or drama to describe an event in depth. I can use specific details from a story or drama to infer information about a character, setting, or event.

Cluster 2: Craft and Structure			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RL.2.4	<p>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).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Some words are understood by their relation to mythology or other classical text. The meaning of vocabulary must be determined in relation to the context of the text. <p>The student is able to:</p> <ul style="list-style-type: none"> Use context clues to determine meaning of words and phrases in literary text. Recognize and determine meaning of figurative language in a literary text. Recognize and determine meaning of words in literary text that allude to characters from mythology. 	<ul style="list-style-type: none"> I can determine meanings of words and phrases in literary text by looking at context. I can recognize figurative language and determine its meaning in literary text. I can recognize references to mythology characters in literary text.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS 4.RL.2.5	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Poems, drama, and prose have different structural elements. Identifying the structural elements of the text increases understanding of the text. <p>The student is able to:</p> <ul style="list-style-type: none"> Compare and contrast the structural elements of poems, drama, and prose (e.g. verse, rhythm, meter, casts, dialogue, stage directions, scene, chapter, setting, etc.) Reference the structural elements of the text when writing or speaking about a text. 	<ul style="list-style-type: none"> I can compare the structural elements of poems, drama, and prose. I can contrast the structural elements of poems, drama, and prose. I can write or speak about the structural elements of poems, drama, and prose.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RL.2.6	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><i>Cognitive Complexity:</i> Level 3 : Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Stories can be told or written from different points of view. Understanding the point of view from which the story is told increases comprehension of the text. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify stories that are written in first-person. Identify stories that are written in third-person. Compare and contrast the point of view from which different stories are narrated. Determine the point of view from which a story is told, and describe how this impacts the story. 	<ul style="list-style-type: none"> I can identify who is telling a story that I read. I can identify stories that are written in first person. I can identify stories that are written in third person. I can compare and contrast the point of view from which different stories are narrated.

Cluster 3: Integration of Knowledge and Ideas			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RL.3.7	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> A visual or oral representation of a text may differ from the written version. Illustrations can help enhance or explain a text. <p>The student is able to:</p> <ul style="list-style-type: none"> Make connections between the text of a literary piece and a visual or oral representation of the text. Analyze characteristics of different versions of a text 	<ul style="list-style-type: none"> I can make connections between different versions of a text. I can compare/contrast a written version with a visual or oral version of a text.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RL.3.9	<p>Compare and contrast 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Different literary texts may have similar themes. Literary texts from different genres or cultures may have similar themes and patterns of events. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify the theme in a literary text. Compare and contrast similar themes and topics of literary texts from different genres and cultures. Compare and contrast patterns of events in literary texts from different genres and cultures. 	<ul style="list-style-type: none"> I can find compare literature from different cultures and genres. I can find contrast literature from different cultures and genres. I can determine the theme of a literary text.
Cluster 4: Range of Reading and Level of Text Complexity			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RL.4.10	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Different types of text require different levels of attention and rates of reading speed. Rereading is a way to increase comprehension. Writing clarifies understanding. Comprehension includes understanding the author's craft in the writing. <p>The student is able to:</p> <ul style="list-style-type: none"> Read and comprehend complex text within the 4-5 text complexity band. 	<ul style="list-style-type: none"> I can read and understand complex literary text.

BODY OF KNOWLEDGE: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 3: Phonics and Word Recognition

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. <i>Cognitive Complexity:</i> Level 1: Recall	<ul style="list-style-type: none"> • Understanding letter-sound correspondences and syllabication rules can help the reader decode multisyllabic words. • Affixes and root words can help the reader decode and determine meaning of multisyllabic words <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> • Use syllabication rules to decode multisyllabic words. • Use roots and affixes to decode multisyllabic words. 	<ul style="list-style-type: none"> • I can use syllables to help me figure out a new word. • I can use prefixes and suffixes to help me figure out a new word. • I can use roots to help me figure out a new word.

Cluster : Fluency

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • The purpose for reading helps determine the rate of reading. • Fluent reading aids comprehension. • Context can be used to confirm or self-correct when reading. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> • Set a purpose for reading. • Accurately read prose and poetry with expression and at appropriate rates. • Use context clues to check accuracy and understanding. 	<ul style="list-style-type: none"> • I can set a purpose for my reading. • I can fluently read grade-level stories and poetry with appropriate expression. • I can use context clues in the text to check my word recognition and understanding, rereading as necessary.

BODY OF KNOWLEDGE: READING STANDARDS FOR INFORMATIONAL TEXT			
Cluster 1: Key Ideas and Details			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RI.1.1	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> It is important to refer to details when explaining a text. One must understand what the text says before aSurate inferences can be mad. <p>The student is able to:</p> <ul style="list-style-type: none"> Explain concepts or information from a text by using details and information found in the text. Draw inferences from a text based on the details and examples in the text. 	<ul style="list-style-type: none"> I can explain what I read by using details and examples from the text. I can make inferences about what I read based on the details and examples in the text.
LAFS.4.RI.1.2	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Key details support the main idea of an informational text. Knowing the main idea and supportive details of a text assists with summarization. <p>The student is able to:</p> <ul style="list-style-type: none"> Determine the main idea and key details of a text. Use key details to summarize an informational text. 	<ul style="list-style-type: none"> I can use key details to determine the main idea of an informational text. I can use key details to summarize an informational text.
LAFS.4.RI.1.3	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Comprehension includes explaining events, procedures, ideas, or concepts in an informational text. Historical, scientific, and technical text include events, procedures, ideas and concepts. Details in the text will provide the information needed to explain what happened and why (cause & effect). <p>The student is able to:</p> <ul style="list-style-type: none"> Analyze cause and effect (what happened and why) in informational text. Differentiate between events, procedures and ideas/concepts in an informational text. Differentiate between historical, scientific, and technical text. 	<ul style="list-style-type: none"> I can use specific information from an informational text to explain what happened in the text. I can determine why the event(s) happened in the text based on specific information. I can identify cause and effect relationships in historical, scientific, and technical text.

Cluster 2: Craft and Structure			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> There are a number of ways to determine the meaning of a word in a text. It is important to look at the relationships between words. The student is able to: <ul style="list-style-type: none"> Use a variety of methods and tools to determine the meaning of academic and domain-specific words in an informational text. 	<ul style="list-style-type: none"> I can explain the meaning of words in an informational text. I can sort words based on similarities and differences in meaning.
LAFS.4.RI.2.5	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Informational text has more than one kind of structure. Knowing the structure will lead to greater comprehension of the text. The student is able to: <ul style="list-style-type: none"> Identify and describe the structural elements of an informational text. Analyze text using structures such as cause/effect, or comparisons. Compare and contrast the structures of two different informational texts. 	<ul style="list-style-type: none"> I can describe the overall organization of a text. I can compare and contrast different organizational structures in informational texts.
LAFS.4.RI.2.6	Compare and contrast a firsthand and secondhand aFSount of the same event or topic; describe the differences in focus and the information provided. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Information can change as it is told by different people. It is important to determine differences in information presented in different texts. A firsthand aFSount may differ from a second hand aFSount. The student is able to: <ul style="list-style-type: none"> Compare and contrast first and second hand aFSounts of an event in an informational text. (Note: This can be linked to primary sources.) Describe the difference in focus between a firsthand aFSount and a secondhand aFSount of an event. 	<ul style="list-style-type: none"> I can recognize that information about an event may change as it is retold from one person to another. I can explain the similarities and differences between two versions of the same event. I can determine if an aFSount of an event is firsthand or secondhand.
Cluster 3: Integration of Knowledge and Ideas			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RI.3.7	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	<ul style="list-style-type: none"> Information can be presented in a variety of ways (e.g., charts, graphs, Web pages). Various media formats can help a reader understand informational text. The student is able to:	<ul style="list-style-type: none"> I can read information presented visually, like in a graph, diagram, illustration, animation or time line. I can explain the information presented in a graph, diagram,

	<p>information contributes to an understanding of the text in which it appears.</p> <p><i>Cognitive Complexity</i>: Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Interpret information from visual representations such as charts, graphs, diagrams, time lines, animations, and interactive elements on Web pages. Analyze the data presented in a table or graph and draw conclusions. Explain how visual, oral and quantitative presentation can aid understanding of text. 	<p>illustration, animation or timeline.</p> <ul style="list-style-type: none"> I can interpret information that I find on Web pages. I can make connections between what I read in words and the graph, diagram, illustration, animation or timeline in a text.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RI.3.8	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><i>Cognitive Complexity</i>: Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Authors use reasons and evidence to support the main points in a text. <p>The student is able to:</p> <ul style="list-style-type: none"> Cite evidence from the text that supports the main points of a text. Explain how the author uses reasons to support the main points of a text. 	<ul style="list-style-type: none"> I can find the reasons and evidence in text that an author uses to support an idea in an informational text.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RI.3.9	<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Cognitive Complexity</i>: Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Information is presented differently in different texts. It is important to consult multiple sources when learning about a topic. <p>The student is able to:</p> <ul style="list-style-type: none"> Organize and combine information from more than one source to communicate effectively on a topic. Compare and contrast information from multiple informational sources. 	<ul style="list-style-type: none"> I can analyze information from two or more text sources to prepare a report or to aid learning. I can communicate information I have learned through writing and speaking.
Cluster 4: Range of Reading and Level of Text Complexity			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.RI.4.10	<p>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.</p> <p><i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Informational texts require different reading skills than literary texts require. The glossary, index, table of contents, and text structure are there to help the reader better understand the content. Scaffolding can increase the student's reading level. <p>The student is able to:</p> <ul style="list-style-type: none"> Read complex informational text at grade level and demonstrate understanding of the concepts in the text. 	<ul style="list-style-type: none"> I can read and understand informational texts at or above grade level.

BODY OF KNOWLEDGE: WRITING STANDARDS			
Cluster 1: Text Types and Purposes			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.1.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (eg. for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Opinion writing states an opinion and builds a reasoned and logical case to support a clear position. All writing must be organized, well supported by details, and clear. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Write an opinion piece on a topic or text. Connect and link ideas with details, examples and facts. Develop an opinion/position claim. Differentiate between relevant and irrelevant reasons/evidence. Include an appropriate variety of reasons/evidence that support the opinion and address the needs of the audience. Use linking or transition words to guide the reader. Write a conclusion that provides a sense of closure. 	<ul style="list-style-type: none"> I can write an opinion piece that has organized paragraphs, is supported by facts, reasons, and details, includes linking words to guide the reader, and provides a conclusion.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Informative/explanatory writing provides and/or explains information. Text features, illustrations, and other media may be used to support informational writing. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Write an informative/explanatory text to examine a topic and convey ideas and information. Select a structure appropriate for the topic and purpose. Support the topic with relevant facts, details, quotations, definitions, and examples. Maintain focus on a topic. Group information appropriately in paragraphs and sections. Determine the appropriate vocabulary for a topic. Use transition words to link ideas. 	<ul style="list-style-type: none"> I can write to inform an audience. I can write an introduction to my topic. I can group related information into paragraphs and sections. I can use facts, definitions, and quotations about my topics when writing. I can use vocabulary specific to my topic. I can write a conclusion for my informative text.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> Narrative writing conveys real or imagined experiences or events. Narrative writing shows movement through time. 	<ul style="list-style-type: none"> I can create a beginning of a story that describes a setting, characters, and problem.

	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events to show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> Narrative writing may be about personal experiences. Narrative writing may use story elements to tell a story. 	<ul style="list-style-type: none"> I can use transitional words to order events in a story. I can use dialog to support the events in my story and show character interaction with each other and story events. I can use descriptive details to help the reader visualize my story. I can write a conclusion to my story.
		<p>The student is able to:</p>	
		<ul style="list-style-type: none"> Design and write narrative text that establishes a situation and describes characters, setting and plot. Organize the story for clarity and interest and to support the message of the story. Provide sufficient detail and description to fully develop the events of a story. Use transitional words and phrases to move the reader through time. Use word choice that paints a picture in the reader's mind. Use conventions of language to effectively communicate. Provide a conclusion that follows from the narrated experiences or events. 	
<p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>			

Cluster 2: Production and Distribution of Writing

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.2.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Different forms of writing (i.e., opinion, expository, narrative) are organized in different ways. Authors write differently depending on their purpose and audience. Writing must be organized to clearly convey a message. <p>The student is able to:</p> <ul style="list-style-type: none"> Alter development and organization based on the mode and task. Write to complete different writing tasks. Demonstrate an awareness of audience when writing. Write for different purposes. Produce clear and coherent writing. 	<ul style="list-style-type: none"> I can develop and organize my writing in a clear way for my purpose and audience.
LAFS.4.W.2.5	<p>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.)</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Planning is important to writing. Writing requires revision. Writing requires editing. Feedback from peers and adults can be used to strengthen writing. <p>The student is able to:</p> <ul style="list-style-type: none"> Plan and develop a piece of written work. Revise and edit written work. Collaborate with others to give and receive feedback about written work. Use grade level conventions in written work. 	<ul style="list-style-type: none"> I can plan and develop a piece of writing. I can improve my written work with guidance from others through revising and editing. I can use appropriate capitalization, punctuation, and spelling in my writing.

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.2.6	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Technology can be used to publish writing. • Keyboarding skills make publishing easier and faster. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> • Use technology to publish writing. • Use keyboarding skills to type a minimum of one page in a single sitting. • Use the Internet to interact and collaborate with others. 	<ul style="list-style-type: none"> • I can write and publish my own work using a computer. • I can type at least one page fluently. • I can use technology to collaborate with others.
Cluster 3: Research to Build and Present			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.3.7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Research requires reading and review of multiple sources. • Research is a way to build knowledge. • Not all sources are reliable. • Copying other people’s work is known as plagiarism. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> • Conduct a short research project. • Investigate a variety of information from several sources. • Discriminate between aFSurate and inaFSurate material. • Produce a report or paper based on reliable information attained through research. • Put information in my own words (paraphrase). 	<ul style="list-style-type: none"> • I can use reference materials and technology to research a topic. • I can produce a report or paper based on information I find through research. • I can put information in my own words to avoid plagiarism.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.3.8	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Note taking and categorizing information are effective ways to organize your thoughts. • Previously learned information can be relevant to current topics of study. • Information borrowed or paraphrased from outside sources must be cited or aFSredited to the author. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> • Analyze textual information to determine relevance to a topic. • Connect prior learning to current topics of study.. • Record information and categorize aFSording to topic. • Cite sources. 	<ul style="list-style-type: none"> • I can retell important details from what I have read. • I can recall important information from previous learning and apply to what I am learning now. • I can explain and cite the information that I find. • I can take notes and organize my thoughts. • I can organize the information I find in order to communicate it clearly.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • There is a connection between reading and writing. • There is a difference between literary and informational text. • Reading skills are important to research. 	<ul style="list-style-type: none"> • I can write details from a story to support my interpretation of that story.

	<p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> Apply reading skills to research tasks. Find information in literary and informational texts. 	<ul style="list-style-type: none"> I can find and write about information in informational texts. I can write about ideas from literary texts.
Cluster 4: Range of Writing			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.W.4.10	<p>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.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Writing serves various purposes and can be changed to target different audiences. Writing requires practice. Writing can be reflected on, revised, and rewritten. <p>The student is able to:</p> <ul style="list-style-type: none"> Engage in a variety of writing experiences intended for different purposes and audiences. Write both extended and short pieces. 	<ul style="list-style-type: none"> I can write different pieces of writing for different purposes and audiences. I can research a topic and write about my findings. I can reflect on my writing, then revise and rewrite it.

BODY OF KNOWLEDGE: STANDARDS FOR SPEAKING AND LISTENING			
Cluster 1: Comprehension and Collaboration			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.SL.1.1	<p>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.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> It is important to be prepared for discussions. Asking and answering questions, along with making comments helps one gain information during collaborative discussion and leads to better understanding. It is important to follow the rules of effective discussion. The success of a discussion will depend on the participation of the students. Each group member has something important to add to the task or conversation process <p>The student is able to:</p> <ul style="list-style-type: none"> Participate in a group discussion by coming prepared and following the rules. Ask and answer questions to clarify understanding of self and others. Stay on topic during a discussion. Link to others’ comments in a conversation. Review the key ideas expressed in a discussion. Explain own ideas in relation to a topic under discussion. 	<ul style="list-style-type: none"> I can come to a discussion ready to participate with my preparation complete. I can follow the rules of collaborative discussion. I can ask and answer questions and add comments in a discussion to increase my understanding. I can link to others’ comments in a discussion. I can stay on topic during a discussion. I can retell the key details talked about in a discussion. I can explain my own ideas in relation to a topic being discussed.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.SL.1.2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Paraphrasing is one way to show understanding of text read or information presented. <p>The student is able to:</p> <ul style="list-style-type: none"> Paraphrase information from a text read aloud. Paraphrase information presented in diverse media. 	<ul style="list-style-type: none"> I can put what I have heard in my own words to show my understanding. I can put information from a presentation in my own words to show my understanding.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.SL.1.3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> A speaker uses reasons and evidence to support what they are trying to say. It is important to identify the reasons or support for information provided by a speaker . <p>The student is able to:</p> <ul style="list-style-type: none"> List the reasons and evidence a speaker uses to support their message. Identify what a speaker wants the audience to know, understand, or do. 	<ul style="list-style-type: none"> I can tell what reasons and evidence a speaker uses to make their point.

Cluster 2: Presentation of Knowledge and Ideas			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.SL.2.4	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Stories and reports must be told in an understandable manner. • Descriptive details support a main idea or theme. • Speaking clearly at an understandable pace leads to better understanding. <p>The student is able to:</p> <ul style="list-style-type: none"> • Present an oral report using appropriate volume and pace. • Relay the information in an organized and understandable way. • Include all appropriate and relevant information to retell a report or story. • Use descriptive details to support the main idea of a report or story. 	<ul style="list-style-type: none"> • I can give a report or tell a story in an organized way, using important facts and descriptive details. • I can speak clearly at an understandable pace. • I can use details to support main ideas.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.SL.2.5	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • An audio-visual display or recording can support a speaker's message. • Audio-visual displays can help the audience better understand information. • Not all types of audio recordings or visual displays are appropriate for all types of presentations or all audiences. <p>The student is able to:</p> <ul style="list-style-type: none"> • Prepare an audio recording or visual display that supports the message of a presentation • Decide what main idea(s) or theme(s) you want to get across to an audience and include them in a presentation. • Record or use pre-recorded audio (vocals, music, sound effects, etc.) and include it in a presentation to add interest and/or understanding. 	<ul style="list-style-type: none"> • I can include sound in my presentations. • I can include pictures or video in my presentations. • I can determine the best audio-visual to use to increase my audience's understanding of my message.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.SL.2.6	<p>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.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Communicating in a formal setting is different than in a casual setting. • It is important to know when to use formal English and when more casual English is acceptable. <p>The student is able to:</p> <ul style="list-style-type: none"> • Practice communicating in a formal setting. • Determine whether certain settings are formal or casual. • Revise an idea or phrase from casual to formal. 	<ul style="list-style-type: none"> • I can determine when I should talk formally or casually. • I can use appropriate language in a formal or casual setting.

BODY OF KNOWLEDGE: LANGUAGE STANDARDS			
Cluster 1: Conventions of Standard English			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>It is important to use standard English grammar when writing or speaking.</p> <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their). 	<ul style="list-style-type: none"> I can use standard English grammar when I speak. I can use standard English grammar when I write.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>The use of standard English conventions are a courtesy to the reader.</p> <p>The use of standard English conventions enhance the understanding of the reader.</p> <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> I can use correct conventions when writing. I can edit my work to correct mistakes in conventions.

Cluster 2: Knowledge of Language			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Words and phrases need to be chosen carefully to communicate ideas in a precise way. Punctuation can change the meaning of a sentence or the effect you have on your audience. There is a time and a place for both formal and informal English. <p>The student is able to:</p> <ul style="list-style-type: none"> Choose words and phrases to communicate effectively. Distinguish among types of end punctuation. Choose whether an exclamation, question, statement or command would have the desired effect on the audience. Identify a time and place for formal English to be used (e.g., formal presentation). Identify the time and place where informal English would be appropriate (talking with friends). 	<ul style="list-style-type: none"> I can use what I know about language and conventions when writing, speaking, reading, or listening. I can choose words that tell exactly what I want to say to my audience I can choose punctuation based on the effect it will have on my audience. I can tell the difference between times that formal English or informal language should be used.
Cluster 3: Vocabulary Acquisition and Use			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.L.3.4	<p>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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> A word can have more than one definition or meaning. A word's definition can be determined by using the context in which it is used. A word's definition can be deciphered using the root word, prefix, and suffix. There are many different resources that can be used to decipher a word's meaning. <p>The student is able to:</p> <ul style="list-style-type: none"> Use the context of the writing to determine the meaning of a word. Use the prefix, root word, and/or suffix to determine the meaning of a word. Use a variety of resources to find a word's meaning. 	<ul style="list-style-type: none"> I can use context to help me figure out the meaning of a word or phrase. I can use prefixes and suffixes to help me figure out the meaning of a word or phrase. I can use roots to help me figure out the meaning of word. I can use reference materials to help me figure out the meaning of a word or phrase.

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Words or phrases can be non-literal (figurative) or literal. Words can have similar meanings or opposite meanings. It is important to recognize and understand idioms, adages, and proverbs in reading. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify in text, define, and give an example of the following: simile, metaphor, idiom, adage, proverb, antonym, synonym. Explain the meaning of simple similes and metaphors in context. Explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their antonyms and or synonyms. 	<ul style="list-style-type: none"> I can identify and explain similes, metaphors, idiom, adages, proverbs, antonyms and synonyms in context. I can show my understanding of a word by relating it to its synonyms and/or antonyms. I can tell how and why figurative language is used in text.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.4.L.3.6	<p>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).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Many words are domain specific. It is important to use precise words to describe feelings and actions in writing. Words can be grouped based on meaning. Words can be related in meaning. A Thesaurus is a tool to help choose precise words. <p>The student is able to:</p> <ul style="list-style-type: none"> Use precise words when writing. Group words based on characteristics and/or meaning. Use a variety of reference tools, like a thesaurus or dictionary, to strengthen word choice in writing. 	<ul style="list-style-type: none"> I can choose precise words when writing. I can group words based on characteristics and/or meaning. I can use reference tools to help me choose the best word when I am writing.

CONTENT-AREA CONNECTIONS			
Cluster 1: Science			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
SC.4.N.1.3	<p>Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Science understanding evolves through the use of observation and empirical evidence. <p>The student is able to:</p> <ul style="list-style-type: none"> Explain ways that science understanding may change based on observation and evidence. 	<ul style="list-style-type: none"> I can understand how science understanding can change as new information is acquired.
SC.4.N.1.4	<p>Attempt reasonable answers to scientific questions and cite evidence in support.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> It is important to attempt reasonable answers to scientific questions. It is important to cite evidence to support scientific answers. <p>The student is able to:</p> <ul style="list-style-type: none"> Attempt reasonable answers to scientific questions and cite evidence to support those answers. 	<ul style="list-style-type: none"> I can attempt a reasonable answer to a scientific questions and cite evidence to support my answer.
SC.4.N.1.5	<p>Compare the methods and results of investigations done by other classmates.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Comparing methods and results of investigations is a part of learning science. <p>The student is able to:</p> <ul style="list-style-type: none"> Compare methods and results of investigations done by other classmates. 	<ul style="list-style-type: none"> I can compare my methods and results with those of other classmates.
SC.4.N.1.6	<p>Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> It is important to keep records about observations. It is important to distinguish between actual observations and inferences. <p>The student is able to:</p> <ul style="list-style-type: none"> Keep records that describe observations. Distinguish between observations and inferences. 	<ul style="list-style-type: none"> I can keep records that describe my observations. I can distinguish between my observations and inferences.
Cluster 2: Civics			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
SS.4.C.1.1	Describe how Florida's constitution protects	<ul style="list-style-type: none"> A constitution protects the rights of the citizens and describes the structure, purpose and function of 	<ul style="list-style-type: none"> I can tell how the Florida constitution protects the rights of citizens.

	the rights of citizens and provides for the structure, function, and purposes of state government.	<p>government.</p> <ul style="list-style-type: none"> Florida has a constitution. <p>The student is able to:</p> <ul style="list-style-type: none"> Describe how Florida’s constitution protects the rights of citizens. Describe how Florida’s constitution provides for the structure, function, and purposes of state government. 	<ul style="list-style-type: none"> I can tell how the Florida constitution outlines the structure, function and purposes of state government.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.	<ul style="list-style-type: none"> Public service, voting and volunteerism are important duties of citizens. <p>The student is able to:</p> <ul style="list-style-type: none"> Explain the importance of public service, voting, and volunteerism in a society. 	<ul style="list-style-type: none"> I can identify what public service, voting and volunteerism are, and I can tell why they are important.