



DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

GRADE 4 Common Core State Standards Initiative – English Language Arts Unit 1 Unit 2 Unit 3												Rings of Responsibility	Private & Personal Information	The Power of Words	The Key to Keywords	Whose Is It, Anyway?	Strong Passwords	Digital Citizenship Pledge	You've Won a Prize!	How to Cite a Site	Picture Perfect	Talking Safely Online	Super Digital Citizen	Privacy Rules	What's Cyberbullying?	Selling Stereotypes	
College and Career Readiness Anchor Standards for Reading																											
Key Ideas and Details																											
<input type="checkbox"/>	A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.																									
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.																									
Craft and Structure																											
<input type="checkbox"/>	A.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.																									
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.																									
Integration of Knowledge and Ideas																											
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.																			•						•
<input type="checkbox"/>	A.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.																									
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.																									
Range and Level of Text Complexity																											
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reading Standards for Literature																											
Key Ideas and Details																											
<input type="checkbox"/>	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.																									

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<input type="checkbox"/>	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.														
<input type="checkbox"/>	RL.4.3	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).														
Craft and Structure																
<input type="checkbox"/>	RL.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).														
<input type="checkbox"/>	RL.4.5	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.														
<input type="checkbox"/>	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	RL.4.7	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.														
	RL.4.8	(Not applicable to literature)														
<input type="checkbox"/>	RL.4.9	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.														
Range and Level of Text Complexity																
<input type="checkbox"/>	RL.4.10	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.														
Reading Standards for Informational Text																
Key Ideas and Details																
<input type="checkbox"/>	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	.	.	.	.							.
<input type="checkbox"/>	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.														
<input type="checkbox"/>	RI.4.3	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.														

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Craft and Structure

<input type="checkbox"/>	RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	•	•	•	•								
<input type="checkbox"/>	RI.4.5	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.												
<input type="checkbox"/>	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.												

Integration of Knowledge and Ideas

<input type="checkbox"/>	RI.4.7	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.												
<input type="checkbox"/>	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.												
<input type="checkbox"/>	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.												

Range and Level of Text Complexity

<input type="checkbox"/>	RI.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.	•	•	•	•								
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Reading Standards: Foundational Skills

Phonics and Word Recognition

<input type="checkbox"/>	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.												
<input type="checkbox"/>	RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.												

Fluency

<input type="checkbox"/>	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.												
<input type="checkbox"/>	RF.4.4a	Read grade-level text with purpose and understanding.	•	•	•	•								
<input type="checkbox"/>	RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.												

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<input type="checkbox"/>	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.														
College and Career Readiness Anchor Standards for Writing																
Text Types and Purposes																
<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.														
<input type="checkbox"/>	A.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.														
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.														
Production and Distribution of Writing																
<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.														
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.														
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.														
Research to Build Knowledge																
<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.														
<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.														
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
Range of Writing																
<input type="checkbox"/>	A.W.10	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.														
Writing Standards																
Text Types and Purposes																
<input type="checkbox"/>	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.														
<input type="checkbox"/>	W.4.1a	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.														

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<input type="checkbox"/>	W.4.1b	Provide reasons that are supported by facts and details.														
<input type="checkbox"/>	W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).														
<input type="checkbox"/>	W.4.1d	Provide a concluding statement or section related to the opinion presented.														
<input type="checkbox"/>	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.														
<input type="checkbox"/>	W.4.2a	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.														
<input type="checkbox"/>	W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.														
<input type="checkbox"/>	W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).														
<input type="checkbox"/>	W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.														
<input type="checkbox"/>	W.4.2e	Provide a concluding statement or section related to the information or explanation presented.														
<input type="checkbox"/>	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.														
<input type="checkbox"/>	W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.														
<input type="checkbox"/>	W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.														
<input type="checkbox"/>	W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.														
<input type="checkbox"/>	W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.														
<input type="checkbox"/>	W.4.3e	Provide a conclusion that follows from the narrated experiences or events.														
Production and Distribution of Writing																
<input type="checkbox"/>	W.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 standards 1–3 above.)														
<input type="checkbox"/>	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.														

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<input type="checkbox"/>	W.4.6	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 one page in a single sitting.														
Research to Build Knowledge																
<input type="checkbox"/>	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		.	.											
<input type="checkbox"/>	W.4.8	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.														
<input type="checkbox"/>	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
<input type="checkbox"/>	W.4.9a	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].”).														
<input type="checkbox"/>	W.4.9b	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”).														
Range of Writing																
<input type="checkbox"/>	W.4.10	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.	.	.	.	.	.						.
College and Career Readiness Anchor Standards for Speaking and Listening																
Comprehension and Collaboration																
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.									.					.
<input type="checkbox"/>	A.SL.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.														

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<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Speaking and Listening Standards																
Comprehension and Collaboration																
<input type="checkbox"/>	SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.														
<input type="checkbox"/>	SL.4.1a	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.	.	.	.		.						.
<input type="checkbox"/>	SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	.	.	.		.						.
<input type="checkbox"/>	SL.4.1c	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.	.	.	.		.						.
<input type="checkbox"/>	SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	.	.	.		.						.
<input type="checkbox"/>	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.														
<input type="checkbox"/>	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	SL.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.		.	.								.			
<input type="checkbox"/>	SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.														
<input type="checkbox"/>	SL.4.6	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.	.	.	.		.						.
College and Career Readiness Anchor Standards for Language																
Conventions of Standard English																
<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	.	.	.		.	.	.	.			.	.	.	.
<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														

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Knowledge of Language

<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•
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Vocabulary Acquisition and Use

<input type="checkbox"/>	A.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.													
<input type="checkbox"/>	A.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		•	•	•	•	•	•	•	•	•	•	•	•

Language Standards

Conventions of Standard English

<input type="checkbox"/>	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.													
<input type="checkbox"/>	L.4.1a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).													
<input type="checkbox"/>	L.4.1b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.													
<input type="checkbox"/>	L.4.1c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.													
<input type="checkbox"/>	L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).													
<input type="checkbox"/>	L.4.1e	Form and use prepositional phrases.													
<input type="checkbox"/>	L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*													
<input type="checkbox"/>	L.4.1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*													
<input type="checkbox"/>	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.													
<input type="checkbox"/>	L.4.2a	Use correct capitalization.													
<input type="checkbox"/>	L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.													

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<input type="checkbox"/>	L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.														
<input type="checkbox"/>	L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.														
Knowledge of Language																
<input type="checkbox"/>	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.														
<input type="checkbox"/>	L.4.3a	Choose words and phrases to convey ideas precisely.*	•	•	•		•						•			
<input type="checkbox"/>	L.4.3b	Choose punctuation for effect.*														
<input type="checkbox"/>	L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).														
Vocabulary Acquisition and Use																
<input type="checkbox"/>	L.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.														
<input type="checkbox"/>	L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.														
<input type="checkbox"/>	L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).														
<input type="checkbox"/>	L.4.4c	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.														
<input type="checkbox"/>	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														
<input type="checkbox"/>	L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.														
<input type="checkbox"/>	L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.														
<input type="checkbox"/>	L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).														
<input type="checkbox"/>	L.4.6	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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	•	•	•		•						•			