

Grade 4

Curriculum Alignment to
Idaho Content Standards
English Language Arts/
Literacy
Core Knowledge Language Arts

GRADE 4

A Correlation of CKLA to the Idaho Content Standards English Language Arts/ Literacy

Grade 4	
Idaho Content Standards ELA/ Literacy	Core Knowledge Language Arts
Foundational Reading Skills Strand	
Phonics and Decoding	
<p>4.FR-PH.3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words (e.g., depart, beneficial, recycle) in context and out of context.</p>	<p>Unit TG: U2-P1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16 U2-P2: Lessons 16, 18, 19, 20, 21, 22, 23 U7: Lessons 6, 9, 11, 14 U8: Lessons 6, 9, 10, 11, 14</p>
Reading Comprehension Strand	
Text Complexity	
<p>4.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4-5 band. <u>(See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)</u></p>	<p>Unit TG: U1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 U3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U5: Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14 U6: Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 U7: Lessons 1, 3, 4, 5, 7, 15, 16</p>
Volume of Reading to Build Knowledge	
<p>4.RC-V.2 Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.</p>	<p>Unit TG: U2-P1: Lessons 5, 6, 10 U2-P2: Lessons 18, 20, 23 U3: Lessons 1, 8, 9, 12 U5: Lessons 1, 5, 6, 14 U6: Lessons 1, 2, 8, 11 U7: Lessons 5 U8: Lessons 1, 2, 5, 6</p>

GRADE 4

Textual Evidence	
<p>4.RC-TE.3 Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.</p>	<p>Unit TG: U1: Lessons 1, 2, 4, 6, 7, 8, 9, 10, 12 U2-P1: Lessons 1, 2, 4, 5, 6, 7, 8, 10, 13 U2-P2: Lessons 16, 17, 20, 21, 22, 23 U3: Lessons 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 14 U4: Lessons 1, 2, 3, 4, 5, 6 U5: Lessons 1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13 U6: Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 U7: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U8: Lessons 1, 3, 4, 6, 8, 9, 13, 14</p>
Reading Fluency	
<p>4.RC-FR.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).</p>	<p>Unit TG: U2-P1: Lessons 5, 6, 10 U2-P2: Lessons 18, 20, 23 U3: Lessons 1, 8, 9, 12 U5: Lessons 1, 5, 6, 14 U6: Lessons 1, 2, 8, 11 U7: Lessons 5 U8: Lessons 1, 2, 5, 6</p>
Literature	
<p>4.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p>	<p>Unit TG: U3: Lessons 1, 2, 6, 7, 8, 9, 11, 12, 14 U5: Lessons 7 U6: Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 U7: Lessons 5, 13, 14 U8: Lessons 1, 3, 4, 6, 8, 9, 13, 14</p>
<p>4.RC-L.5a Determine the central themes in stories (including myths and legends), poems and plays and explain how they are supported by key details.</p>	<p>Unit TG: U2-P2: Lessons 24 U3: Lessons 1, 2, 5, 8, 12, 14 U5: Lessons 7 U6: Lessons 2, 4, 10, 11 U7: Lessons 5, 13, 14 U8: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
<p>4.RC-L.5b Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character’s thoughts, words, or actions).</p>	<p>Unit TG: U3: Lessons 2, 3, 6, 7, 8, 10, 12, 13, 14 U6: Lessons 3, 4, 7, 9, 11 U7: Lessons 5, 13, 15, 16 U8: Lessons 1, 4, 8, 10, 11, 14</p>
<p>4.RC-L.5c Explain the overall structures of stories, plays, and poems and how each successive part builds on earlier sections.</p>	<p>Unit TG: U3: Lessons 1, 2, 10, 13 U7: Lessons 5, 7, 8, 14</p>

GRADE 4

<p>4.RC-L.5d Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Unit TG: U2-P2: Lessons 24 U3: Lessons 3 U6: Lessons 2, 4, 8, 9 U8: Lessons 1, 2, 4, 5, 6</p>
<p>4.RC-L.5e Compare and contrast the treatment of similar themes and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>Unit TG: U2-P2: Lessons 23 U5: Lessons 7 U8: Lessons 1</p>
<p>Nonfiction Text</p>	
<p>4.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p>	<p>Unit TG: U1: Lessons 1, 2, 4, 6, 7, 8, 9, 10, 12 U2-P1: Lessons 1, 2, 4, 5, 6, 7, 8, 10, 13 U2-P2: Lessons 16, 17, 20, 21, 22, 23 U3: Lessons 3, 5 U4: Lessons 1, 2, 3, 4, 5, 6, U5: Lessons 1, 2, 3, 4, 5, 6, 9, 11, 12, 13 U7: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
<p>4.RC-NF.6a Determine the central ideas of texts and explain how they are supported by key details; summarize texts.</p>	<p>Unit TG: U1: Lessons 1, 2, 5, 11, 13 U4: Lessons 1, 2, 6 U5: Lessons 3, 5, 8, 9, 10, 11, 12, 14 U7: Lessons 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 15</p>
<p>4.RC-NF.6b Explain events, procedures, steps, ideas, or concepts found in historical, scientific, or technical texts, including what happened and why.</p>	<p>Unit TG: U2-P1: Lessons 3, 4, 11, 12, 14 U2-P2: Lessons 16, 18 U4: Lessons 3, 4, 5, 6 U5: Lessons 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14 U7: Lessons 1, 2, 3, 4, 6, 7, 8, 11, 12, 13, 15, 16</p>
<p>4.RC-NF.6c Explain the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect) and how each successive part builds on earlier sections.</p>	<p>Unit TG: U1: Lessons 3, 7, 11, 12 U4: Lessons 4, 5 U7: Lessons 1, 2, 4, 6, 16</p>
<p>4.RC-NF.6d Explain how authors use evidence and reasons to support specific points in texts.</p>	<p>Unit TG: U2-P1: Lessons 8, 9, 12 U5: Lessons 1, 2, 3, 4</p>
<p>4.RC-NF.6d Combine information from two texts on the same topic, noting important similarities and differences in focus and the information provided.</p>	<p>Unit TG: U1: Lessons 7, 8 U4: Lessons 1, 2 U5: Lessons 13, 14 U7: Lessons 4, 5, 6, 7, 8, 9, 10, 12</p>

Vocabulary Development Strand	
Word Building	
<p>4.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:</p>	<p>Unit TG: U2-P1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24 U5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
<p>4.VD-WB.1a Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.</p>	<p>Unit TG: U3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U6: Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 U7: Lessons 5, 11 U8: Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14</p>
<p>4.VD-WB.1b Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., thermometer, thermos, thermostat).</p>	<p>Unit TG: U2-P1: Lessons 11, 14 U2-P2: Lessons 19, 22 U7: Lessons 2, 4, 6, 9, 11, 14, 16 U8: Lessons 2, 4, 6, 9, 11, 14</p>
<p>4.VD-WB.1c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.</p>	<p>Unit TG: U5: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 U7: Lessons 3, 6 U8: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 11, 12, 13, 14</p>
<p>4.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts:</p>	<p>Unit TG: U3: Lessons 4, 5, 7, 8, 9, 10, 11 U5: Lessons 2, 3 U6: Lessons 5, 6, 9 U7: Lessons 3, 7, 8, 12, 14 U8: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18</p>
<p>4.VD-WB.2a Recognize and explain the meaning of idioms, adages, and proverbs in context.</p>	<p>Unit TG: U8: Lessons 1, 5, 6, 7, 9, 10, 12, 14</p>
<p>4.VD-WB.2b Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).</p>	<p>Unit TG: U3: Lessons 4, 7, 10, 11 U5: Lessons 2, 4, 5, 7 U6: Lessons 1, 5 U7: Lessons 3, 7, 12, 14, 16 U8: Lessons 1, 3, 4, 5, 9, 10, 11, 12, 14</p>

GRADE 4

Academic Vocabulary	
<p>4.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 U2-P1: Lessons 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24 U3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U4: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 U7: Lessons 1, 2, 3, 7, 8, 10, 15</p>
Research Strand	
Inquiry Process to Build, Present, and Use Knowledge	
<p>4.RS-IP.1 Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.</p>	<p>Unit TG: U1: Lessons 7, 8 U2-P1: Lessons 7, 8 U2-P2: Lessons 4, 17, 18, 20 U3: Lessons 3, 5, 6, 7, 10, 13, 14 U5: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13 U7: Lessons 8, 10, 12</p>
Deep Reading on Topics to Build Knowledge	
<p>4.RS-DR.2 Read a series of texts organized around a variety of conceptually-related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>	<p>Unit TG: U2-P1: Lessons 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14 U2-P2: Lessons 16, 17, 18, 19, 20, 21, 22, 23 U5: Lessons 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14 U7: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16</p>
Writing Strand	
Range of Writing	
<p>4.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include among others, summaries, reflections, descriptions, letters, and poetry, etc.</p>	<p>Unit TG: U4: Lessons 1, 3, 5, 6, 7, 8, 10 U6: Lessons 3, 4, 5, 6, 7, 8, 10, 11, 12 U8: Lessons 12, 13, 16, 17, 18</p>

GRADE 4

<p>4.W-RW.2 Write arguments that introduce the topic; express a clear opinion supported with facts, details and reasons; and provide a concluding statement or section.</p>	<p>Unit TG: U1: Lessons 2 U2-P1: Lessons 3, 5, 6, 8, 10, 11, 12, 13 U4: Lessons 1, 3, 7, 8, 9, 10 U6: Lessons 2, 3, 7</p>
<p>4.W-RW.3 Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.</p>	<p>Unit TG: U2-P1: Lessons 3, 4, 5, 7 U4: Lessons 2, 3, 4, 5, 6, 8, 9, 10 U5: Lessons 3, 7, 8, 10, 12, 13 U7: Lessons 3, 4, 5, 7, 8, 10, 12, 13</p>
<p>4.W-RW.4 Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U2-P2: Lessons 20, 21 U3: Lessons 9, 10, 11, 13 U4: Lessons 4 U5: Lessons 12 U6: Lessons 1, 3, 5, 6, 8, 9, 11, 12 U8: Lessons 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 18</p>
<p>4.W-RW.5 Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.</p>	<p>Unit TG: U2-P1: Lessons 5, 6, 11, 12, 13 U7: Lessons 5, 7, 8, 10, 12</p>
<p>4.W-RW.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>	<p>Unit TG: U1: Lessons 3, 4, 5, 7, 8, 9, 11, 12, 14, 15 U3: Lessons 5, 6, 9 U5: Lessons 7, 10, 12, 13 U6: Lessons 2, 4, 6, 9 U7: Lessons 4, 10, 12, 13, 15, 16 U8: Lessons 7, 12, 13, 16, 17</p>
<p>Handwriting and Keyboarding</p>	
<p>4.W-HK.7 Write legibly and fluently in cursive by hand, forming letters and words that can be easily read by others.</p>	<p>Unit TG: U1 Cursive Program: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
<p>4.W-HK.8 Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.</p>	<p>Unit TG: U8: Lessons 18</p>

Oral and Digital Communications Strand	
Oral Communications	
<p>4.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others’ remarks; clarifying or following-up on information; and reviewing key ideas expressed and explaining one’s understanding.</p>	<p>Unit TG: U1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U2-P1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U2-P2: Lessons 23 U3: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 12 U4: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 U5: Lessons 1 U6: Lessons 1, 2, 3, 4, 6, 7, 8, 10, 12 U7: Lessons 2, 4, 7, 8, 9, 10, 11, 12, 13, 15 U8: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19</p>
<p>4.ODC-OC.2 Paraphrase portions of a text read aloud, or information presented in diverse media (audio, visual and quantitative).</p>	<p>Unit TG: U1: Lessons 4 U3: Lessons 1, 5, 7, 12 U4: Lessons 3, 4</p>
<p>4.ODC-OC.3 Identify the reasons and evidence a speaker provides to support particular points being made.</p>	<p>Unit TG: U1: Lessons 2, 14 U3: Lessons 5, 7</p>
<p>4.ODC-OC.4 Report orally 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, speaking clearly at an understandable pace.</p>	<p>Unit TG: U1: Lessons 2, 3, 5, 9, 14, 15 U2-P2: Lessons 23 U4: Lessons 4, 9, 10 U6: Lessons 6, 12 U7: Lessons 1, 5, 7, 10, 16</p>
Digital Communications	
<p>4.ODC-DC.5 Evaluate whether a digital source is factual or opinion-based by considering its use of evidence and whose point-of-view is represented or missing.</p>	<p>Idaho Instructional Strategies and Routines Guide - available 2023</p>
<p>4.ODC-DC.6 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages.</p>	<p>Unit TG: U2-P1: Lessons 1, 4, 7, 9, 10, 14 U2-P2: Lessons 19 U5: Lessons 1, 3, 4, 5, 6, 8</p>

Grammar and Conventions Strand	
Grammar and Usage	
<p>4.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p>	<p>Unit TG: U2-P1: Lessons 2, 6, 9, 11, 14 U2-P2: Lessons 19, 24 U5: Lessons 11, 14 U7: Lessons 1, 2, 3, 4, 6, 9, 10, 11 U8: Lessons 6, 11, 12, 13, 18</p> <p>*Supplemental Grammar Lesson: TG: Lesson 1</p>
<p>4.GC-GU.1a Recognize subject-predicate relationships in sentences.</p>	<p>Unit TG: U2-P1: Lessons 5, 6, 11, 14 U2-P2: Lessons 17, 24, 25 U5: Lessons 3, 5, 7, 8 U7: Lessons 6, 11, 16 U8: Lessons 2, 11</p>
<p>4.GC-GU.1b Use principal modals to convey various conditions (e.g., can, may, must).</p>	<p>Unit TG: U7: Lessons 14, 16 U8: Lessons 2</p>
<p>4.GC-GU.1c Order adjectives within sentences according to conventional patterns.</p>	<p>Unit TG: U5: Lessons 11, 14</p> <p>*Supplemental Grammar Lesson: TG: Lesson 2, 3</p>
<p>4.GC-GU.1d Use relative pronouns and relative adverbs.</p>	<p>Unit TG: U8: Lessons 4, 6, 9</p>
<p>4.GC-GU.1e Form and use prepositional phrases.</p>	<p>Unit TG: U2-P1: Lessons 4</p> <p>*Supplemental Grammar Lesson: TG: Lesson 4, 5</p>
<p>4.GC-GU.1f Correctly use frequently confused common words (e.g., to/too/two).</p>	<p>Unit TG: U2-P1: Lessons 6 U8: Lessons 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 18, 19</p>
<p>4.GC-GU.1g Ensure subject-verb agreement.</p>	<p>Unit TG: U5: Lessons 6, 9, 11</p>
<p>4.GC-GU.1h Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p>	<p>Unit TG: U2-P2: Lessons 17, 20, 21 U8: Lessons 1, 2, 3, 6, 7, 17</p>

GRADE 4

<p>4.GC-GU.1i 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.</p>	<p>Unit TG: U2-P2: Lessons 23 U4: Lessons 4 U7: Lessons 1, 2, 3 U8: Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18</p>
<p>Mechanics</p>	
<p>4.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p>	<p>Unit TG: U2-P1: Lessons 10 U2-P2: Lessons 20, 21, 23, 24 U5: Lessons 2, 4, 6, 9, 10, 11, 14 U7: Lessons 2, 3, 5, 7, 20 U8: Lessons 1, 3, 7, 8, 13, 14, 16</p>
<p>4.GC-M.2a Commas in a series.</p>	<p>Unit TG: U5: Lessons 2, 4 U7: Lessons 2</p>
<p>4.GC-M.2b Quotation marks to mark direct speech and quotations from a text.</p>	<p>Unit TG: U1: Lessons 6 U7: Lessons 4, 5, 7 U8: Lessons 8, 10, 16, 17, 18</p>
<p>4.GC-M.2c Use correct capitalization.</p>	<p>Unit TG: U2-P2: Lessons 18, 20, 21, 23 U4: Lessons 1, 3, 5, 6, 7, 8, 9, 10 U5: Lessons 1, 4, 5, 6, 8, 9, 10, 11, 13 U7: Lessons 4, 5 U8: Lessons 8, 10, 13</p>
<p>4.GC-M.3 Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).</p>	<p>Unit TG: U2-P1: Lessons 6, 9, 10, 11, 14 U2-P2: Lessons 19, 22, 23, 24 U7: Lessons 3, 5, 6, 9, 10, 15 U8: Lessons 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 18</p>

*Supplemental Grammar lessons are provided digitally on the CKLA Teacher Resource site. These materials can be accessed by following the guidance below:

Teacher Resource Site>Grade 4>Daily Instruction>Planning Documents>Supplemental Grammar Lesson