According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

**90 Minute Uninterrupted Literacy Instruction**

*Language Arts Florida Standards (LAFS) Strands:*
  - Reading Standards for Literature,
  - Reading Standards for Informational Text,
  - Writing Standards,
  - Speaking & Listening

**Whole & Collaborative Group**
*(Includes Content Area Literacy)*

Explicit instruction in reading, writing, speaking and listening

*(District Created ELA Modules)*

**Small Group**

Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

**Writing**

*30 Minutes*

Explicit instruction in narrative, informative and opinion writing

**Intervention/Enrichment**

*30 Minutes*

Targeted instruction based on student needs (in addition to 90-minute block)
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
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<tbody>
<tr>
<td><strong>Strand:</strong> Reading <strong>Literary Text:</strong></td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <strong>Students will:</strong> • provide references to details and/or examples in a text when explaining what the text says explicitly. • provide references to details and/or examples in a text when explaining inferences drawn from the text. <strong>Academic Language:</strong> details, explicitly, drawing inferences</td>
<td>LAFS.4.RL.1.1</td>
</tr>
<tr>
<td><strong>Cluster:</strong> Key Ideas and Details</td>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text. <strong>Students will:</strong> • provide a statement of a theme of a text. • provide a summary of the text. <strong>Academic Language:</strong> theme, drama, lesson, moral, key details, text, summarize, analyze details</td>
<td>LAFS.4.RL.1.2</td>
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<td>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). <strong>Students will:</strong> • provide an in-depth description of a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • provide an in-depth description of a setting in a story or drama, drawing on specific details in the text. • provide an in-depth description of an event in a story or drama, drawing on specific details in the text. <strong>Academic Language:</strong> characters, actions, setting, event, drama</td>
<td>LAFS.4.RL.1.3</td>
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</table>
| **Strand:** Reading Informational Text  
**Cluster:** Key Ideas and Details | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Students will:**  
- provide references to details and/or examples in a text when explaining what the text says explicitly.  
- provide references to details and/or examples in a text when explaining inferences drawn from the text.  
**Academic Language:** details, drawing inferences, references | LAFS.4.RI.1.1 |
| | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
**Students will:**  
- provide a statement of the main idea of a text.  
- provide an explanation of how the main idea is supported by key details.  
- provide a summary of the text.  
**Academic Language:** main idea, key details, explanation summarize | LAFS.4.RI.1.2 |
| | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
**Students will:**  
- provide an explanation of events in a historical, scientific or technical text, including what happened and why, based on specific information in the text.  
- provide an explanation of procedures in a historical, scientific or technical text, including what happened and why, based on specific information in the text.  
- provide an explanation of ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.  
**Academic Language:** events, procedures, ideas, concepts, historical, scientific, technical text, explanation | LAFS.4.RI.1.3 |
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<tr>
<td><strong>Strand:</strong> Reading <strong>Literary Text</strong></td>
<td><strong>Craft and Structure</strong></td>
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| **Cluster:** Craft and Structure | 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).  
**Students will:**  
- provide a statement of the meaning of words and phrases as they are used in context, including those that allude to significant characters found in mythology.  
**Academic Language:** mythology, drama, characters, settings, descriptions, dialogue, stage directions, determine | LAFS.4.RL.2.4 |
|  | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  
**Students will:**  
- provide an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text.  
**Academic Language:** explain, verse, rhythm, meter, character, setting, dialogue, stage directions, poem, drama, prose, structural elements | LAFS.4.RL.2.5 |
|  | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  
**Students will:**  
- provide a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  
**Academic Language:** compare, contrast, point of view, narrator, first-person, third-person | LAFS.4.RL.2.6 |
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<tr>
<td>Strand: Reading</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>LAFS.4.RI.2.4</td>
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<tr>
<td>Informational</td>
<td>Students will:</td>
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<tr>
<td>Text Cluster:</td>
<td>• provide a statement of the meaning of words and phrases as they are used in context.</td>
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<tr>
<td>Craft and</td>
<td><strong>Academic Language</strong>: context clues, root words, affixes, resources, glossary, footnote, dictionary</td>
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<tr>
<td>Structure</td>
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<td>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.</td>
<td>LAFS.4.RI.2.5</td>
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<td>Students will:</td>
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<td>• provide a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text.</td>
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<td><strong>Academic Language</strong>: overall structure, chronology, comparison, cause/effect, problem/solution, events, ideas, concepts</td>
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<td>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td>LAFS.4.RI.2.6</td>
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<td>Students will:</td>
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<td></td>
<td>• provide a comparison and contrast of a first hand and secondhand account of the same event or topic.</td>
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<td>• provide a description of the differences in focus and the information presented.</td>
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<td></td>
<td><strong>Academic Language</strong>: compare, contrast, firsthand account, secondhand account, event, topic, focus</td>
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### Language Arts Florida Standards for Fourth Grade

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<td><strong>Reading Literary Text:</strong></td>
<td>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. <strong>Students will:</strong> • provide a connection 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/or directions in the text. <strong>Academic Language:</strong> visual presentation, oral presentation</td>
<td>LAFS.4.RL.3.7</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>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. <strong>Students will:</strong> • provide a comparison and contrast of the treatment of similar themes and/or topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. • provide a comparison and contrast of the treatment of similar patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <strong>Academic Language:</strong> compare, contrast, theme, topic, events, myths</td>
<td>LAFS.4.RL.3.9</td>
</tr>
<tr>
<td><strong>Reading Informational Text</strong></td>
<td>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. <strong>Students will:</strong> • provide an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages). • provide an interpretation of information presented orally (e.g., animations or interactive elements on web pages). • provide an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on web pages). • provide an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. <strong>Academic Language:</strong> visually, orally, quantitatively, charts, graphs, diagrams, time lines, animations, interactive elements, media clips, format</td>
<td>LAFS.4.RI.3.7</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>Explain how an author uses reasons and evidence to support particular points in a text. <strong>Students will:</strong> • provide an explanation of how an author uses reasons to support particular points in a text. • provide an explanation of how an author uses evidence to support particular points in a text. <strong>Academic Language:</strong> reasons, evidence</td>
<td>LAFS.4.RI.3.8</td>
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<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <strong>Students will:</strong> • provide a statement that integrates information from two texts on the same topic. <strong>Academic Language:</strong> integrate, topic</td>
<td>LAFS.4.RI.3.9</td>
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| Strand: Reading Literary Text                         | 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.  
*Students will:*  
  - read and comprehend grade-level literary texts as measured on state summative assessments.  
*Academic Language:* independently, proficiently, comprehension                                                                                       | LAFS.4.RL.4.10    |
| Cluster: Range of Reading and Level of Text Complexity |                                                                                                                                                                                                                                           |                   |
| Strand: Reading Informational Text                    | By the end of the 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.  
*Students will:*  
  - read and comprehend grade-level non-fiction texts as measured on state summative assessments.  
*Academic Language:* independently, proficiently, comprehension                                                                                       | LAFS.4.RI.4.10    |
<p>| Cluster: Range of Reading and Level of Text Complexity |                                                                                                                                                                                                                                           |                   |</p>
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<td><strong>Strand: Speaking and Listening</strong>&lt;br&gt;<strong>Cluster: Comprehension and Collaboration</strong></td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 4 topics and texts</em>, building on others' ideas and expressing their own clearly.&lt;br&gt;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.&lt;br&gt;b. Follow agreed-upon rules for discussions and carry out assigned roles.&lt;br&gt;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.&lt;br&gt;d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- demonstrate ability to effectively engage in a range of collaborative discussions on grade 4 topics and texts, building on others' ideas and expressing own ideas clearly.&lt;br&gt;- demonstrate readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.&lt;br&gt;- demonstrate ability to follow agreed-upon rules for discussions.&lt;br&gt;- demonstrate ability to carry out assigned roles.&lt;br&gt;- demonstrate ability to pose and respond to specific questions to clarify or follow up on information.&lt;br&gt;- demonstrate ability to make comments that contribute to the discussion and/or link to the remarks of others.&lt;br&gt;- determine key ideas expressed and explains own ideas and understanding in light of the discussion.&lt;br&gt;<strong>Academic Language:</strong> collaborative discussions, diverse partners, expressing</td>
<td>LAFS.4.SL.1.1&lt;br&gt;LAFS.4.SL.1.1a&lt;br&gt;LAFS.4.SL.1.1b&lt;br&gt;LAFS.4.SL.1.1c&lt;br&gt;LAFS.4.SL.1.1d</td>
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<td>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- demonstrate ability to paraphrase information read aloud.&lt;br&gt;- demonstrate ability to paraphrase information presented in diverse media and formats.&lt;br&gt;<strong>Academic Language:</strong> paraphrase, diverse media, formats, visually, quantitatively, orally</td>
<td>LAFS.4.SL.1.2</td>
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<td>Identify the reasons and evidence a speaker provides to support particular points.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- determine reasons and evidence speaker provides to support particular points.&lt;br&gt;<strong>Academic Language:</strong> identify points, reason, evidence</td>
<td>LAFS.4.SL.1.3</td>
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<tr>
<td><strong>Strand:</strong> Speaking and Listening</td>
<td><strong>Cluster:</strong> Presentation of Knowledge and Ideas</td>
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| **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.**  
**Students will:**  
- demonstrate ability to report on a topic or text, tell a story, or recount an experience in an organized manner.  
- demonstrate ability to use appropriate facts and relevant, descriptive details to support main ideas.  
- demonstrate ability to use appropriate facts and relevant, descriptive details to support themes.  
- demonstrate ability to speak clearly at understandable pace.  
**Academic Language:** report on a topic, recount an experience, relevant, descriptive details, main idea, theme, pace | LAFS.4.SL.2.4 |
| **Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**  
**Students will:**  
- provide audio recordings in presentations when appropriate to enhance development of main ideas or themes.  
- provide visual displays in presentations when appropriate to enhance development of main ideas or themes.  
**Academic Language:** audio recordings, visual displays, main idea, theme | LAFS.4.SL.2.5 |
| **Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.**  
**Students will:**  
- determine when formal English is appropriate to task and situation by choosing to use formal English.  
- determine when informal discourse is appropriate to task and situation by choosing to use informal English.  
**Academic Language:** formal (presenting ideas), informal (discussions) | LAFS.4.SL.2.6 |
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| **Strand:** Language  
**Cluster:** Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   a. Demonstrate legible cursive writing skills.  
   b. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).  
   c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  
   d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.  
   e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).  
   f. Form and use prepositional phrases.  
   g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  
   h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).  
**Students will:**  
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking, including:  
  o Use of relative pronouns and adverbs.  
  o Use of modal auxiliaries to convey various conditions.  
  o Use of conventional patterns to order adjectives in sentences.  
  o Use of prepositional phrases.  
  o Use of complete sentences, including self-correction of inappropriate fragments and run-ons [when writing].  
  o Use of frequently confused words [when writing].  
**Academic Language:** legible, conventions, grammar, relative pronouns, relative adverb, progressive verb tenses, adjectives, prepositional phrases, fragments, run-on sentences | LAFS.4.L.1.1  
LAFS.4.L.1.1a  
LAFS.4.L.1.1b  
LAFS.4.L.1.1c  
LAFS.4.L.1.1d  
LAFS.4.L.1.1e  
LAFS.4.L.1.1f  
LAFS.4.L.1.1g  
LAFS.4.L.1.1h |
| | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
   a. Use correct capitalization.  
   b. Use commas and quotation marks to mark direct speech and quotations from a text.  
   c. Use a comma before a coordinating conjunction in a compound sentence.  
   d. Spell grade-appropriate words correctly, consulting references as needed.  
**Students will:**  
- Demonstrate use of the conventions of standard English when writing including:  
  o Correct capitalization.  
  o Commas and quotation marks to mark direct speech and quotations from a text.  
  o Commas before coordinating conjunctions in a compound sentence.  
**Academic Language:** conventions, coordinating conjunction, compound sentence, dialogue, speaker tag, quotation marks | LAFS.4.L.1.2  
LAFS.4.L.1.2a  
LAFS.4.L.1.2b  
LAFS.4.L.1.2c  
LAFS.4.L.1.2d |
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| **Strand:** Language  
**Cluster:** Knowledge of Language | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Choose words and phrases to convey ideas precisely.  
  b. Choose punctuation for effect.  
  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).  
**Students will:**  
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening, including:  
    - Choosing words and phrases to convey ideas precisely.  
    - Choosing punctuation for effect.  
    - Choosing formal English or informal discourse depending on the context.  
**Academic Language:** punctuation, formal, informal | LAFS.4.L.2.3  
LAFS.4.L.2.3a  
LAFS.4.L.2.3b  
LAFS.4.L.2.3c |
| **Strand:** Language  
**Cluster:** Vocabulary Acquisition | 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.  
  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  
  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.  
**Students will:**  
  - Demonstrate the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).  
**Academic Language:** multiple-meaning words and phrases, clarify, context clues, affixes, roots, reference materials, glossary, thesaurus | LAFS.4.L.3.4  
LAFS.4.L.3.4a  
LAFS.4.L.3.4b  
LAFS.4.L.3.4c |
| | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  
**Students will:**  
  - Demonstrate the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
  - Demonstrate the ability to explain the meaning of common idioms, adages, and proverbs.  
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  
**Academic Language:** figurative language, similes, metaphors, antonyms, synonyms, idioms, adages, proverbs | LAFS.4.L.3.5  
LAFS.4.L.3.5a  
LAFS.4.L.3.5b  
LAFS.4.L.3.5c |
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<td>Strand: Language</td>
<td>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). <strong>Students will:</strong> • provide a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered). <strong>Academic Language:</strong> acquire, accurately, precise actions, emotions, states of being</td>
<td>LAFS.4.L.3.6</td>
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</table>
| **Strand:** Writing  
  **Cluster:** Text Types and Purposes | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
  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.  
  b. Provide reasons that are supported by facts and details.  
  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  
  d. Provide a concluding statement or section related to the opinion presented. | LAFS.4.W.1.1  
  LAFS.4.W.1.1a  
  LAFS.4.W.1.1b  
  LAFS.4.W.1.1c  
  LAFS.4.W.1.1d |

**Purpose, Focus, and Organization**  
The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness.  
The response includes most of the following:  
- Strongly maintained opinion with little or no loosely related material.  
- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas.  
- Logical progression of ideas from beginning to end with a satisfying introduction and conclusion.  

**Evidence and Elaboration**  
The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details.  
The response includes most of the following:  
- Relevant evidence integrated smoothly and thoroughly with references to sources.  
- Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text.  
- Clear and effective expression of ideas, using precise language.  
- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose.  
- Varied sentence structure, demonstrating language facility.  

**Conventions of Standard English**  
The response demonstrates an adequate command of basic conventions.  
The response may include the following:  
- Some minor errors in usage but no patterns of errors.  
- Adequate use of punctuation, capitalization, sentence formation, and spelling.
## Language Arts Florida Standards for Fourth Grade

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<td><strong>Strand:</strong> Writing</td>
<td><strong>Cluster:</strong> Text Types and Purposes</td>
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<tr>
<td><strong>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</strong></td>
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<td>LAFS.4.W.1.2</td>
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<tr>
<td>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.</td>
<td></td>
<td>LAFS.4.W.1.2a</td>
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<tr>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td></td>
<td>LAFS.4.W.1.2b</td>
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<tr>
<td>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
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<td>LAFS.4.W.1.2c</td>
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<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td></td>
<td>LAFS.4.W.1.2d</td>
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<tr>
<td>e. Provide a concluding statement or section related to the information or explanation presented.</td>
<td></td>
<td>LAFS.4.W.1.2e</td>
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### Purpose, Focus, and Organization

The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:

- Strongly maintained controlling idea with little or no loosely related material.
- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas.
- Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion.

### Evidence and Elaboration

The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:

- Relevant evidence integrated smoothly and thoroughly with references to sources.
- Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text.
- Clear and effective expression of ideas, using precise language.
- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose.
- Varied sentence structure, demonstrating language facility.

### Conventions of Standard English

The response demonstrates an adequate command of basic conventions. The response may include the following:

- Some minor errors in usage, but no patterns of errors.
- Adequate use of punctuation, capitalization, sentence formation, and spelling.
### Language Arts Florida Standards for Fourth Grade

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| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
  c. Use a variety of transitional words and phrases to manage the sequence of events.  
  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  
  e. Provide a conclusion that follows from the narrated experiences or events. | **LAFS.4.W.1.3**  
**LAFS.4.W.1.3a**  
**LAFS.4.W.1.3b**  
**LAFS.4.W.1.3c**  
**LAFS.4.W.1.3d**  
**LAFS.4.W.1.3e** |

**Purpose, Focus, and Organization**  
The response is fully sustained and consistently focused within the purpose, audience, and task.  
The response includes most of the following:  
- Strongly maintains purposeful and controlled organization idea with little or no loosely related material.  
- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas.  
- Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion.

**Evidence and Elaboration**  
The response shows effective development of topic and/or narrative elements* by using reasoning, details, text-based evidence, and/or description.  
The response includes most of the following:  
- Effective use of a variety of narrative techniques (including but not limited to use of dialogue and description to develop experiences and events or to show the responses of characters to situations).  
- Clear and effective expression of ideas, using precise language.  
- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose.  
- Varied sentence structure, demonstrating language facility.  
  
*Narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.

**Conventions of Standard English**  
The response demonstrates an adequate command of basic conventions.  
The response may include the following:  
- Some minor errors in usage, but no patterns of errors.  
- Adequate use of punctuation, capitalization, sentence formation, and spelling.
## Language Arts Florida Standards for Fourth Grade

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<td><strong>Strand: Writing</strong></td>
<td><strong>Cluster: Production and Distribution</strong></td>
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<td>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 W.1.1, W.1.2, and W.1.3 above). <strong>Students will:</strong></td>
<td>The response meets the demands of the purpose and audience of the task. <strong>Academic Language:</strong> task, purpose, audience</td>
<td>LAFS.4.W.2.4</td>
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<td>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 L.1.1,1.2,1.3 up to and including grade 4.) <strong>Students will:</strong></td>
<td>Use the writing process to produce a written composition. <strong>Academic Language:</strong> planning, revising, editing</td>
<td>LAFS.4.W.2.5</td>
</tr>
<tr>
<td>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. <strong>Students will:</strong></td>
<td>Use technology, including the internet to produce and publish individual or shared written composition. Keyboard with sufficient command to type a minimum of one page in a single setting. <strong>Academic Language:</strong> compose, produce, edit, publish, keyboarding skills</td>
<td>LAFS.4.W.2.6</td>
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<tr>
<td><strong>Strand: Writing</strong></td>
<td><strong>Cluster: Build Knowledge</strong></td>
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<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic. <strong>Students will:</strong></td>
<td>Complete short research projects to build knowledge through investigation of different aspects of a topic. <strong>Academic Language:</strong> research, investigation</td>
<td>LAFS.4.W.3.7</td>
</tr>
<tr>
<td>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. <strong>Students will:</strong></td>
<td>Recall or gather relevant information from print and digital sources. Take notes and categorize information. List sources. <strong>Academic Language:</strong> relevant, print sources, digital sources, categorize, sources</td>
<td>LAFS.4.W.3.8</td>
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| Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 4 Reading standards 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].”).  
  b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). **Students will:** | Use evidence from literary and/or informational texts to support ideas in writing. **Academic Language:** analysis, reflection, research | LAFS.4.W.3.9  
LAFS.4.W.3.9a  
LAFS.4.W.3.9b |
| Strand: Writing | Cluster: Range of Writing | 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. **Students will:** • Write routinely to meet a range of tasks, purposes, and audiences. **Academic Language:** research, reflection, revision, tasks, purposes, audiences | LAFS.4.W.4.10 |

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| Strand: Reading Foundational Skills Cluster: Phonics and Word Recognition | 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 multisyllabic words in context and out of context. **Students will:**  
  • Use grade-level phonics and word analysis skills to decode words, including use of all letter-sound correspondences syllabication patterns, and morphology, when reading unfamiliar multisyllabic words in and out of context. **Academic Language:** word analysis skills, decoding, letter-sound correspondence, syllabication patterns, morphology, affixes, prefix, suffix, multisyllabic words, root words, syllables | LAFS.4.RF.3.3  
LAFS.4.RF.3.3a |
| Strand: Reading Foundational Skills Cluster: Fluency | Read with sufficient accuracy and fluency to support comprehension.  
  a. Read grade-level text with purpose and understanding.  
  b. Read grade-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. **Students will:**  
  • Read grade level text with accuracy and fluency to support comprehension.  
  • Read grade-level text with purpose and understanding.  
  • Use context clues to confirm or self-correct word recognition and understanding when reading, rereading as necessary. **Academic Language:** accuracy, fluency, rate, expression, self-correct | LAFS.4.RF.4.4  
LAFS.4.RF.4.4a  
LAFS.4.RF.4.4b  
LAFS.4.RF.4.4c |