

Curriculum Alignment Tool - Summary Across Units
Puerto Rico Department of Education
English
Grade 4

		Unit 4.1 Writing Dialogues	Unit 4.2 My Timeline	Unit 4.3 Making Predictions, Inferences and Connections about Characters	Unit 4.4 My Story: Exploring Figurative Language and the Writing Process	Unit 4.5 Non-Fiction Study: Creating a Non-Fiction Book about Me	Unit 4.6 Family Interviews	Unit 4.7 Exploring Story Elements, Organization and Setting through Narratives
Listening								
4.L.1	Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions.			X		X		
4.L.1a	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence.		X		X			
4.L.1b	Interact in a socially appropriate manner through verbal and nonverbal communication.	X				X		
4.L.1c	Listen, give, and respond to complex instructions and directions.						X	X
4.L.1d	Listen and respond during read-alouds to a variety of narrative and informational texts.	X					X	X
4.L.1e	React or answer the 5W questions in formal and informal discussions using a physical or verbal response.					X	X	
Speaking								
4.S.1	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.	X						X
4.S.2	Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.				X		X	
4.S.2a	Interact in verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.					X	X	
4.S.2b	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to instructions, and to answer and formulate questions in formal and informal discussions.	X	X					
4.S.2c	Expand sentences to provide details in shared language activities.					X	X	
4.S.3	Tell, retell, and explain fictional and informational texts and experiences using a growing number of general academic and content-specific words, synonyms, and antonyms to create precision and differences in meaning.	X		X				X

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4.S.4	Negotiate with or persuade others in conversations using an expanded set of learned phrases as well as open responses.			X			X	
4.S.5	Describe personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade appropriate grammar. (With decreasing support in the first language as necessary.)	X				X		
4.S.6	Plan and deliver oral presentations on a variety of topics and content areas.				X	X	X	
4.S.6a	Retell, explain, and summarize texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.				X			X
4.S.6b	Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience.					X		X
Reading								
4.R.1	Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize fact vs. opinion and fiction vs. nonfiction) as well as facts/supporting details from the texts.	X	X	X				
4.R.2L	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	X						X
4.R.2I	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.					X	X	
4.R.3L	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	X	X					X

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4.R.3I	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.					X	X	
4.R.4L	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.	X		X	X			
4.R.4I	Determine the meaning of general academic and content-specific words and phrases in an informational text.					X	X	
4.R.5L	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		X		X			
4.R.5I	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently in informational texts.					X		
4.R.6L	Distinguish their own point of view from the author, narrator, or the characters in a literary text.			X				X
4.R.6I	Distinguish their own point of view from that of the author of an informational text.					X	X	
4.R.7L	Explain how specific aspects of a literary text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	X		X				X
4.R.7I	Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).					X	X	
4.R.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.				X		X	
4.R.9L	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).							X

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4.R.91	Compare and contrast the most important points and key details presented in two informational texts on the same topic.					X	X	
4.R.10	Read and comprehend historical fiction, timelines, poetry, and other passage types of appropriate complexity.							X
4.R.FS.12	Know and apply phonics and word analysis skills to decode words.		X		X		X	
4.R.FS.12a	Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words fluently.				X		X	
Writing								
4.W.1	Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter.					X	X	
4.W.1a	Balance statements with modal verbal expressions that show mood or uncertainty (e.g., can, could, would, should, will, etc.).			X				
4.W.2	Write formal and informal letters with correct form and accurate punctuation, including greetings and body.						X	
4.W.3	Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing.					X	X	X
4.W.4	Focus on a topic and strengthen writing as needed by revising and editing.		X			X		X
4.W.5	Use a variety of digital tools to produce and publish writing, including in collaboration with peers.				X	X		
4.W.6	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	X				X	X	
4.W.7	Identify details from literary and informational texts to support understanding and reflection.	X		X				X
4.W.8	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 variety of discipline-specific tasks, purposes, and audiences.			X	X			

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	Language							
4.LA.1	Demonstrate command of English grammar and usage when writing or speaking.		x			x	x	
4.LA.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).					x	x	
4.LA.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.					x		x
4.LA.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.			x				
4.LA.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).			x				x
4.LA.1e	Apply appropriate adverbs to modify verbs.						x	
4.LA.1f	Form and use prepositional phrases.						x	
4.LA.1g	Produce simple, compound, and complex sentences.				x		x	
4.LA.1h	Use conjunctions in writing and when speaking.						x	
4.LA.1i	Correctly use frequently confused words/homonyms (e.g., to, too, two; there, their).				x			
4.LA.1j	Use abstract nouns to convey an idea, emotion or feeling (e.g., freedom, happiness).	x				x		
4.LA.1k	Form and use comparative adjectives and verbs (fast, faster, fastest).					x		x
4.LA.1l	Form and use homophones.				x			
4.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.		x			x	x	
4.LA.2a	Use correct capitalization.					x	x	
4.LA.2b	Use commas and quotation marks to mark direct speech and quotations from a text.			x			x	x
4.LA.2c	Spell grade-appropriate words correctly, consulting references as needed.					x		x
4.LA.2d	Consult reference materials, including dictionaries, as needed to check and correct spellings, alphabetizing by the entire word, as necessary.					x		x

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4.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					x		x
4.LA.3a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).						x	
4.LA.3b	Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.						x	
4.LA.3c	Compare formal and informal uses of English.						x	
4.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.				x	x		
4.LA.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	x		x				
4.LA.4b	Determine the meaning of the new word formed when a prefixes and suffixes are added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).			x		x		
4.LA.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., joy, joyful).			x				
4.LA.4d	Use beginning dictionaries and thesauri, both print and digital, to determine or clarify the precise meaning of key words and phrases.					x	x	
4.LA.5	Demonstrate understanding of figurative language, word relationships, and slight variation in word meanings.				x			
4.LA.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.				x			
4.LA.5b	Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).					x	x	x

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4.LA.6	Accurately use grade-appropriate general academic and content-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., wildlife, conservation, and endangered when discussing animal preservation).						x	x		
		Number of Indicators per Quarter		24	32	69	24			
		Number of Indicators per Unit		15	9	16	17	34	36	24