



CHIEF ACADEMIC OFFICE

4TH GRADE BIE ESSENTIAL STANDARDS

ENGLISH LANGUAGE ARTS

8-14-2025

Interim 1	
L. BIE.4. L.4.4 a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L. BIE.4. L.4.5	Students can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
R. BIE.4.RI.4.1	Students can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
R. BIE.4.RI.4.2	Students can determine the main idea of a text and explain how it is supported by key details; summarize the text.
R. BIE.4.RI.4.3	Students can 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.
R. BIE.4.RI.4.4	Students can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
R. BIE.4.RI.4.5	Students can 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.
R. BIE.4.RL.4.1	Students can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
R. BIE.4.RL.4.3	Students can 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).
R. BIE.4.RL.4.6	Students can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Interim 2

L. BIE.4. L.4.4 a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
R. BIE.4.RI.4.1	Students can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
R. BIE.4.RI.4.2	Students can determine the main idea of a text and explain how it is supported by key details; summarize the text.
R. BIE.4.RI.4.3	Students can 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.
R. BIE.4.RI.4.4	Students can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
R. BIE.4.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.
R. BIE.4.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
R. BIE.4.RL.4.1	Students can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
R. BIE.4.RL.4.2	Students can determine a theme of a story, drama, or poem from details in the text; summarize the text.
R. BIE.4.RL.4.3	Students can 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).
R. BIE.4.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.
W.BIE.4. W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

16-Week Scope & Sequence

Week	Focus Standards	Instructional Focus	Sample Activities / Outcomes
1	L.4.4a, L.4.5	Using context clues (definitions, examples, restatements) to determine word meaning; recognizing figurative language	Context clue “word detective” activities; figurative language hunt in short texts
2	RI.4.1, RL.4.1	Finding explicit details; citing evidence from texts	Read a short informational article and a story; underline details that answer “right there” questions
3	RI.4.2	Determining main idea and supporting details	Main idea graphic organizers for nonfiction articles
4	RL.4.3	Describing characters, settings, events using details	Character maps; event sequencing
5	RI.4.3	Explaining events, procedures, ideas, or concepts using text evidence	Step-by-step procedural explanation from a nonfiction text
6	RL.4.6	Comparing point of view (narrator vs. character)	Rewrite a scene from a different character’s POV
7	RI.4.4	Determining meaning of academic/content vocabulary in nonfiction	Vocabulary charts; use of glossaries and context
8	RL.4.1, RL.4.3 Review	Integrating character, setting, and plot analysis with evidence	Literary analysis paragraph with citations
9	RI.4.5	Describing text structures (cause/effect, compare/contrast, etc.)	Text structure sorting activity; paragraph frames
10	RI.4.2 & RI.4.4 Review	Synthesis of main idea and vocabulary meaning	Annotating nonfiction passages for key ideas & terms
11	RL.4.6, RL.4.1 Review	Analyze how POV shapes a story’s meaning	Partner discussion: how narrator choice changes the tone
12	RI.4.3 & RI.4.5 Review	Analyzing how structure supports understanding of events	Map text structure to sequence of events
13	L.4.4a, L.4.5 Deepening	Using figurative language and idioms in own writing	Create a “figurative language mini-book”
14	Integrated RI & RL Practice	Compare a literary text and informational text on the same topic	Venn diagram + evidence-based paragraph
15	Spiral Review All Standards	Mixed practice: informational & literary passages	Practice test-style responses with text evidence
16	Culminating Performance Task	Write an evidence-based essay using both literary and informational texts	Students cite details, explain main ideas, discuss POV, and use precise vocabulary

Grade 4 Scope & Sequence – 16 Weeks

Weeks 1–2

Focus: Launch routines & foundational comprehension skills

RI.4.1 – Refer to details/examples in text when explaining explicitly stated information

RL.4.1 – Refer to details/examples in a literary text when explaining explicitly stated information

L.4.4a – Use context as a clue to the meaning of a word or phrase

Practice: Teacher-modeled text annotation, locating explicit details, using context clues for vocabulary.

Weeks 3–4

Focus: Main ideas, themes, and summaries

RI.4.2 – Determine main idea & explain how it's supported by details; summarize

RL.4.3 – Describe characters, settings, events using details in depth

Spiral back: RI.4.1 & RL.4.1

Practice: Identifying central ideas/themes, supporting with text evidence, refining summaries.

Weeks 5–6

Focus: Connections and relationships in text

RI.4.3 – Explain events, procedures, ideas, or concepts in historical/scientific/technical text

RL.4.6 – Compare/contrast point of view of different characters or narrators

L.4.5 – Demonstrate understanding of figurative language, word relationships, nuances

Practice: Mapping cause/effect & sequence in informational texts; exploring narrator perspective; figurative language in literature.

Weeks 7–8

Focus: Vocabulary and word relationships

RI.4.4 – Determine meaning of academic/content vocabulary in context

RL.4.6 – Revisit and deepen POV analysis with new texts

L.4.5 – Continue figurative language focus (idioms, similes, metaphors)

Practice: Word mapping strategies, comparing informational and literary vocabulary use, applying figurative language understanding to text interpretation.

Weeks 9–10

Focus: Text structure and integration

RI.4.5 – Describe text structures (chronology, comparison, cause/effect, problem/solution)

RL.4.3 – Revisit character/setting/event development with focus on structure of narrative

Spiral back: RI.4.2 & RL.4.1 for deeper synthesis

Practice: Graphic organizers for structure; exploring how story structure affects meaning.

Weeks 11–12

Focus: Synthesis and cross-text connections

Integrate RI.4.1–RI.4.5 skills to analyze multiple informational texts on same topic

Integrate RL.4.1, RL.4.3, RL.4.6 in literature circles with multiple works

L.4.4a – Reinforce context clue strategies for unfamiliar words in all genres

Practice: Compare texts for accuracy, detail, point of view, and structure.

Weeks 13–14

Focus: Application in independent and collaborative projects

Students choose informational & literary texts to apply all standards in a project/presentation

Emphasis on citing evidence, explaining thinking, and precise vocabulary use

Practice: Independent research, peer feedback, written analysis.

Weeks 15–16

Focus: Review & assessment

Spiral review of all standards (L.4.4a, L.4.5, RI.4.1–4.5, RL.4.1, RL.4.3, RL.4.6)

Final performance tasks: comparative essays, oral presentations, comprehension assessments

Practice: Test-taking strategies, collaborative discussion, final self-assessment of growth.