

English Language Arts – Grade 4

<i>Reading Literature</i>		
1	Identify key details and examples in a text. Explain the difference between explicit and inferred information.	
2	Apply details of a text to determine the theme of a: story, drama, poem. Define “theme” of a: story, drama, poem.	
3	Identify the character, setting, and/or events in a story. Identify specific details about: characters, settings, events.	
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).	
5	Explain major differences between: poems, drama, prose, and refer to the structural elements: poems (e.g., verse, rhyme, meter), drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions), prose (e.g., characters, settings, descriptions, dialogue) when speaking or writing about text.	
6	Define: compare, contrast, point of view, first-and-third person-narrations. Recognize first-and-third person narrations. Determine author bias based on vocabulary choice.	
7	Identify: story, drama, in text, visually, and orally. Identify descriptions in a story or drama: in text, visually and orally. Recognize stage directions in a story/drama both in text and a visual/oral presentation. Compare and contrast a story in text version versus the same story in oral or visual presentation.	
9	Identify specific details that describe: themes, topics, patterns of events in stories, myths, or traditional literature from different cultures. Identify similarities and/or differences of two or more: themes, topics, patterns of events in stories, myths, or traditional literature from different cultures. Compare and/or contrast themes, topics, patterns of events in stories, myths or traditional literature from different cultures.	
10	Comprehend independently in literary text: key ideas and details, craft and structure, integration of knowledge and ideas.	
<i>Reading Informational Text</i>		
1	Explain what the text says using details and examples when: identifying explicit information, drawing inferences.	
2	Explain how the key details support the main idea of a text and summarize text.	
3	Explain why the: events, procedures, ideas, concepts, in an informational text occurred. Use specific information in the text to support explanation.	
4	Determine the meaning of: general academic, domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas, including idioms, figurative language, playful language and multiple meaning words.	
5	Determine the overall structure: (e.g., chronology, comparison, cause / effect, problem / solution) of a text or a part of a text. Use knowledge of common organizational structures to interpret a text.	
6	Define vocabulary: compare, contrast, firsthand account, secondhand account. Describe the events or main ideas of each account.	
7	Define: interpret. Recognize text features of nonfiction. Read: graphs, charts, diagram, timelines, etc. Recognize interactive Web elements.	
8	Recognize differences between fact and opinion. Define: evidence, reason. Identify the author’s reasons and evidence.	
9	Identify information within two texts on the same topic. Integrate information from two texts on same topic.	
10	Identify / understand in an informational text: key ideas and details, craft and structure, integration of knowledge and ideas. Comprehend independently in an informational text: key ideas and details, craft structure, integration of knowledge and ideas.	

	<i>Reading Foundational Skills</i>	
3	Know grade-level phonics and word analysis skills in decoding words. Identify: syllabication patterns, root words. Explain meanings of prefixes and suffixes. Accurately read words with Latin roots.	
4	To support comprehension: identify the purpose and understanding of text, identify oral reading with accuracy, appropriate rate, and expression on successive readings, identify rereading, when necessary, as a strategy when confirming or self-correcting words in text.	
	<i>Writing</i>	
1	Recognize facts and details. Explain: organizational structures, use of linking words and phrases, purpose of concluding statement or section, writer's purpose, point of view.	
2	Develop and write informative / explanatory texts that includes: a topic that is clearly introduced, related-information grouped in: paragraphs, sections that contain: formatting illustrations; reasons supported by facts and details; links between opinion and reasons; a concluding statement related to the opinion.	
3	Write a narrative to develop real or imagined experiences that: establishes a situation, a narrator or character(s), uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters, uses transitional words and phrases, provides a conclusion; a topic; linked ideas; precise language and domain-specific vocabulary; a concluding statement related to the information presented.	
4	Produce a writing piece that is clear and cohesive with: idea development, organization, appropriate to task, purpose, and audience.	
5	With guidance and support from peers and adults, students develop and develop and strengthen writing by: planning, revising, editing, rewriting, trying a new approach.	
7	Conduct short research projects that investigate different aspects of a topic.	
8	Gather relevant information from print and digital sources. Categorize information. Distinguish between relevant and irrelevant information.	
9	Draw evidence from key ideas and details as support for research. Analyze key ideas and details in a text as evidence for support understanding of text. Reflect on key ideas and details in a text as evidence for support understanding of text. Cite textual evidence to support analysis of what the text says explicitly.	
10	Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences.	
	<i>Speaking & Listening</i>	
1	Identify key ideas from reading material. Identify ways to listen effectively. Describe discussion rules and roles. Know how to pose questions and provide feedback. Identify key ideas presented during discussion.	
2	Paraphrase information from a text presented orally from a variety of media formats including: visual, quantitative, oral.	
3	Identify the reasons and evidence that support the speaker's particular points.	
4	Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience. Determine appropriate facts that support main ideas or themes. Determine relevant descriptive details that support main ideas or themes.	
5	Identify main idea. Identify theme.	
6	Identify: audience, task, situation. Identify characteristics of formal and informal speaking.	
	<i>Language</i>	
1	Identify relative: pronouns, adverbs. Recognize: progressive verb tense, modal auxiliaries / helping verbs. Identify prepositional phrases. Correct inappropriate fragments.	
2	Apply correct: capitalization, punctuation, spelling when writing. Use commas and quotation marks in dialogue and when quoting from a text. Recognize fragments, run-ons. Identify frequently confused words/homophones.	

<i>Language (continued)</i>		
3	Recognize the conventions of language for: writing, speaking, reading, listening. Recognize types of punctuation. Choose words and phrases to convey ideas precisely when writing or speaking. Know many of the coordinating (e.g., and, but, for, or nor, so yet) and that they connect two or more independent clauses (grammatically complete statements, questions or exclamations that could stand alone as full sentences). Use comma before a coordinating conjunction in a compound sentence; choose punctuation for effect.	
4	Identify and define Greek and Latin affixes and roots. Identify common context clues (e.g., definitions, examples, restatements) in text. Use common reference materials (e.g., thesaurus, dictionary, glossary). Know how to use print reference materials to find pronunciation to determine the meaning of key words.	
5	Define: simple similes and metaphors, common idioms, adages, proverbs. Recognize: simple similes and/or metaphors in context, idioms in context, adages in context, proverbs in context. Distinguish between: synonyms and antonyms.	
6	Acquire grade appropriate: general academic, domain-specific words and phrases including those that: signal precise actions, signal emotions, signal states of being, are basic to a particular topic.	
*	<i>Standards #'s not listed will be addressed by ancillary staff members (technology, academic support, etc.).</i>	