



## ***English Language Arts State Standards Grade 4***

Fourth grade students use details and examples in text to determine the main idea and describe a character, setting, or event. They produce writing that is developed, focused, organized, and edited. Students group related ideas in paragraphs and sections and provide a strong conclusion. They know when to use either formal or informal English.

### ***Reading - Literature / Fiction***

#### ***The student can ...***

- refer to details and examples when drawing inferences and explaining what the text says explicitly.
- determine the theme of a story, drama or poem and summarize the text.
- describe a character, setting or event in depth, using details from the text.
- determine the meaning of words and phrases, including allusions to mythology (e.g., Herculean).
- explain major differences between poems, drama and prose; refer to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast, dialogue, stage directions) when communicating about a text.
- compare/contrast points of view in different stories, including both first- and third- person narrations.
- compare and contrast the themes, topics, and pattern of events in stories from different cultures.
- read and understand stories, drama and poetry of appropriate complexity for grades 4- 5.

### ***Reading - Informational Text / Nonfiction***

#### ***The student can ...***

- refer to details and examples when drawing inferences and explaining what the text says explicitly.
- determine the main idea and explain how the details support the main idea; summarize the text.
- explain historical events, scientific ideas, or technical procedures based on specific information in the text.

- grasp the meaning of academic verbs (e.g., compare, apply) & subject-specific words (e.g., gravity, lever).
- describe the overall structure of a text (e.g., chronology, comparison, cause/effect, problem/solution).
- compare and contrast a firsthand and secondhand account of the same event or topic.
- interpret information presented visually, orally or quantitatively (e.g., graphs, .me lines, animations).
- explain how an author uses reasons and evidence to support particular points in the text.
- integrate information from two texts on the same topic to write or speak about the subject knowledgeably.
- proficiently read and comprehend informational text (history/social studies, science, technical subjects) of appropriate complexity for grades 4-5.

### ***Reading - Foundational Skills***

#### ***The student can ...***

- apply grade-level phonics and word analysis skills to decode words.
- use knowledge of letter-sound relationships, syllabication, roots, and affixes to read unfamiliar words.
- read grade level text with purpose and understanding.
- read grade level prose and poetry aloud with accuracy, appropriate rate, and expression.
- use context to confirm or self-correct word recognition and understanding.

### ***Writing - Opinion***

#### ***The student can ...***

- write opinion pieces which (a) introduce the topic or text clearly, state an opinion, and create an organizational structure that groups related ideas, (b) provide reasons that are supported by facts and details, (c) link opinion and reasons using words (e.g., for instance, in order to, in addition), & (d) provide a concluding statement or section related to the opinion presented.

### ***Writing - Informative***

#### ***The student can ...***

- write informative/explanatory texts which (a) clearly introduce a topic and group related information in paragraphs and sections, including formatting, illustrations, and multimedia when useful, (b) develop the topic with concrete details, definitions, quotations, and examples, (c) link ideas using words (e.g., another, for example), (d) use precise, subject-specific language, and (e) provide a concluding section or statement.

## ***Writing - Narrative***

### ***The student can ...***

- write real or imagined narratives which (a) establish the situation, introduce a narrator and/or characters, and organize a natural sequence of events, (b) use dialogue and descriptions to develop events and characters, (c) use a variety of transitional words to establish sequence, (d) use concrete words and sensory details to precisely convey experiences/events, and (e) provide a logical conclusion.

- conduct short research projects that build knowledge through investigation of a topic.
- take notes from print & digital sources, paraphrase and categorize information, and provide a list of sources.
  - use specific evidence from literature to describe characters, settings, or events in depth.
  - use specific evidence from informational text to analyze and reflect on an author's points and reasons.
  - routinely produce clear, coherent writing for a range of specific tasks, purposes, and audiences.
  - demonstrate a command of keyboarding skills to type a minimum of one page in a single sitting.

**With guidance and support from adults, the student can:**

- develop and strengthen writing by planning, revising and editing.
- use technology, including the Internet, to produce and publish writing. Speaking and

**Listening The student can:**

- prepare for discussions with peers and adults by reading or studying material in advance.
- express ideas clearly; pose and respond to specific questions to clarify understanding, follow up on information, contribute to the discussion, review key ideas and link comments to the remarks of others.
- paraphrase ideas and details from an oral, visual or media presentation or read aloud.
- identify the reasons and evidence a speaker or media source gives to support particular points.
- report on a topic or tell a story in an organized way using key details to support the main idea or theme.
- plan and deliver a personal narrative presentation that (a) connects ideas, observations or recollections, (b) provides a clear context, and (c) includes insight into why the event or experience is memorable.
- add audio recordings and visual displays to presentations when appropriate. □ differentiate between contexts that call for formal English and ones that allow use of informal language.

**Language The student can:**

- write fluidly and legibly in cursive or joined italics.
- use relative pronouns (who, whose, whom, which, that) and relative adverbs (when, where, why).
- order adjectives within sentences according to conventional patterns.
- form and use prepositional phrases.
- produce complete sentences, recognizing and correcting inappropriate

fragments and run-ons.

- correctly use frequently confused words (e.g., to, too, two; there, their).

- use correct capitalization, punctuation, and spelling, including (a) commas and quotation marks for dialogue and direct quotes and (b) commas before coordinating conjunctions in compound sentences
- choose words and phrases to convey ideas precisely; choose punctuation for effect.
- use context clues, affixes, roots and reference materials to determine the meaning of unknown words.
- demonstrate understanding of simple similes and metaphors, idioms, and nuances in word meanings.