

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
FOURTH GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

Reading Standards: Foundational Skills (RF)

Writing (W)

Speaking and Listening (SL)

Language (L)

READING STANDARDS FOR LITERATURE

Key Ideas and Details

4.RL.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Identify key details and examples
- Differentiate between explicit and inferred information
- Explain how details and examples support inferences

4.RL.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.

- Apply textual details to determine the theme
- Define “theme” of a story, drama or poem
- Summarize key ideas and details

4.RL.3 – 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).

- Identify the character, setting, and/or event with specific details
- Describe characters, the setting, or an event using a character’s thoughts words or actions

Craft and Structure

4.RL.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).

- Recognize words and phrases in text including those that allude to mythical characters
- Know significant Greek characters and defining characteristics
- Determine the meaning of words and phrases as they are used in a text including those that allude to mythological characters

4.RL.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems, (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- Refer to the structural elements of drama, poems, and prose when writing or speaking and be able to differentiate between them

4.RL.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third-person narrations. Include works by and about American Indians.

- Define vocabulary, compare/contrast, and point of view
- Recognize and define first and third narration
- Identify point of view (including first and third narrations)
- Compare and contrast the points of view (including first and third narrations)

Integration of Knowledge and Ideas

4.RL.7 – Make connections between the text of a story or drama and visual or oral presentation of

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the text, identifying where each version reflects specific descriptions and directions in the text.

- Identify similarities and differences between a text and a visual or oral presentation
- Recall specific descriptions and directions in a text of a story or drama and its visual or oral presentation
- Compare specific descriptions and directions between written and oral or visual presentations of text

4.RL.8 – Not applicable

4.RL.9 – 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, including those by and about American Indians.

- Identify specific details describing themes, topics, or event patterns
- Identify similarities in themes, topics, or event patterns
- Identify differences in themes, topics, or event patterns
- Compare/contrast themes, topics, or event patterns

Range of Reading and Level of Text Complexity

4.RL.10 – 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.

- Identify and comprehend key ideas, details, craft, and structure of stories, drama, and poetry

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

4.RI.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Differentiate between explicit and inferred information
- Identify explicit details when explaining text and when drawing inferences
- Analyze the text using details and examples
- Summarize explicit information

4.RI.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Identify the main idea and themes
- Explain how details are needed to support the main idea
- Summarize text with key supporting details

4.RI.3 – 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. Include texts by and about American Indians.

- Identify events, procedures, ideas, and concepts
- Describe how and why character interaction led to events
- Evaluate and summarize why events, procedures, ideas, and concepts occurred with supporting details

Craft and Structure

4.RI.4 – Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4* topic or subject area.

- Identify general academic words and phrases and domain-specific words and phrases
- Analyze and evaluate the meaning of general academic phrases and domain-specific phrases

4.RI.5 – Describe the overall structure (e.g., chronology, comparison, cause/effect,

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problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- Determine and describe the overall text structure

4.RI.6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- Define vocabulary – compare, contrast, firsthand, secondhand
- Describe events or main ideas
- Compare and contrast accounts of the event or topic
- Generalize the difference in focus and information

Integration of Knowledge and Ideas

4.RI.7 – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- Define interpret
- Recognize nonfiction text features
- Read graphs, charts, diagram, timelines, etc.
- Recognize interactive Web elements
- Analyze information from charts, diagrams, graphs, timelines, animations and interactive elements visually, orally, and quantitatively
- Evaluate how information presented visually, orally, and quantitatively aids in understanding

4.RI.8 – Explain how an author uses reasons and evidence to support particular points in a text.

- Recognize the differences between fact and opinion and define evidence and reason
- Identify the author’s reasons and evidence
- Evaluate how to use reasons and evidence to support points

4.RI.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Identify information within texts on the same topic
- Generalize information from two texts on the same topic

Range of Reading and Level of Text Complexity

4.RI.10 – By the end of 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 high end of the range.

- Identify and comprehend informational text key ideas, details, craft and structure, and integration of knowledge

FOUNDATIONAL SKILLS

4.RF.1 – Not applicable

4.RF.2 – Not applicable

Phonics and Word Recognition

4.RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

Fluency

4.RF.4 – Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding

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- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING

Text Types and Purposes

4.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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
- Provide reasons that are supported by facts and details
- Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*)
- Provide a concluding statement or section related to the opinion presented

4.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Link ideas within categories of information using words and phrase (e.g., *another, for example, also, because*)
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Provide a concluding statement or section related to the information or explanation presented

4.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events

Production and Distribution of Writing

4.W.4 – 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 1-3.)

- Analyze the reason for writing to decide on task, purpose, or audience
- Determine suitable idea development strategies
- Determine suitable organization appropriate to the task, purpose, or audience

4.W.5 – 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 1-3 up to and including grade 4.)

- Recognize how to plan, revise, edit, rewrite , and try a new approach
- Know how to edit for conventions

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- Develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach

4.W.6 – 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.

- Use keyboarding skills, word processing, and the Internet to produce and publish writing in order to communicate with others
- Evaluate the technology tools for producing and publishing writing and collaborating with others

Research to Build and Present Knowledge

4.W.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- Conduct short research projects
- Conduct short research projects investigating different aspect of a topic

4.W.8 – 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.

- Identify, gather, and categorize information from a passage by taking notes
- Provide source list
- Identify and distinguish relevant and irrelevant information and recall/gather relevant information from experience

4.W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

- *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]”)
- *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”)

Range of Writing

4.W.10 – 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.

- Identify the various purposes for writing
- Identify and understand the various organizational structures as related to different genres or purposes of writing
- Determine when to write for short or extended time frames
- Determine the appropriate organizational structure for specific audiences and purposes

SPEAKING AND LISTENING

Comprehension and Collaboration

.SL.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles

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- 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
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

4.SL.2 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Paraphrase textual information presented orally from a variety of media formats

4.SL.3 – Identify the reasons and evidence a speaker provides to support particular points.

- Identify speaker’s points and the reasons and evidence that support them

Presentation of Knowledge and Ideas

4.SL.4 – 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. Include sources by and about American Indians.

- Identify a topic, text, facts, and descriptive details
- Identify and recall an experience
- Identify clearly pronounced and enunciated words
- Identify an understandable pace
- Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience

4.SL.5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- Identify main idea, theme, and determine when to enhance main idea or theme in audio

4.SL.6 – 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. (See grade 4 Language standards 1 for specific expectations.)

- Identify audience, task, or situation
- Identify characteristics of formal and informal speaking
- Distinguish between formal and informal speech
- Analyze situation to determine appropriate speech use

LANGUAGE

Conventions of Standard English

4.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*)
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*)
- Form and use prepositional phrases
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Use frequently confused words correctly (e.g., *to, too, two; there, their*).

4.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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- Use correct capitalization
- Use commas and quotation marks to mark direct speech and quotations from a text
- Use a comma before a coordinating conjunction in a compound sentence
- Spell grade-appropriate words correctly, consulting references as needed

Knowledge of Language

4.L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely
- Choose punctuation for effect
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)

Vocabulary Acquisition and Use

4.L.4 – 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.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*)
- 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

4.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context
- Recognize and 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)

4.L.6 – 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).

- Acquire grade appropriate general academic and domain-specific words
- Know words that signal precise actions, emotions, states of being, and are basic to a particular topic
- Use grade appropriate general academic and domain specific words, that signal precise actions, emotions, and states of being, and are basic to a particular topic