GRADE 4

In Grade 4, the Literacy Foundation headings Oral Language, Phonological Awareness, and Phonemic Awareness are no longer listed with Content Areas as the focus changes from oral language to written responses to literature, which require increased academic vocabulary and technical skills. While students still ask and answer questions about literary and informational texts, they increasingly perform these tasks mentally ("thinking about their thinking") and usually write their responses instead of expressing them aloud. Students who still struggle with oral language, phonological awareness, and phonemic awareness should receive intervention and/or individualized instruction to close those gaps and to develop the expertise needed for reading and interpreting more complex literary works.

The focus areas Reception and Expression are now listed alongside the categories of Reading, Listening, Writing, and Speaking, indicating the alignment of each area with the categories' primary goals: reception of ideas with the Reading and Listening categories, and expression of ideas with the Writing and Listening categories.

Content areas may not have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional.

The Grades 4-5 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize context to decipher word meanings, learn and practice essential digital skills, become adept at finding and understanding literary devices, determine the formality of different situations in order to respond appropriately, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR GRADES 4-5

Students will:

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Identify and explain literary devices in prose and poetry.

R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.

GRADE 4 CONTENT STANDARDS

Each content standard completes the stem "*Students will…*"

<table>
<tr><th colspan="3">LITERACY FOUNDATIONS</th></tr>
<tr><td colspan="3">Phonics</td></tr>
<tr><td colspan="3">1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.</td></tr>
<tr><td rowspan="2">RECEPTION</td><td>READING</td><td>2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and "leftovers" including odd and schwa syllables.
Examples: dam-age, ac-tive, na-tion
3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.</td></tr>
<tr><td>LISTENING</td><td></td></tr>
<tr><td>EXPRESSION</td><td>WRITING</td><td>4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.</td></tr>
</table>

	SPEAKING	

Fluency		
5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.		
RECEPTION	READING	6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension. 7. Read words with irregular and regular spelling patterns accurately and automatically.
	LISTENING	
EXPRESSION	WRITING	8. Write routinely and independently in response to text.
	SPEAKING	

Vocabulary		
9. Accurately interpret general academic and domain-specific words and phrases.		
RECEPTION	READING	10. Interpret words and phrases, including figurative language, as they are used in a text. a. Explain how specific word choices shape meaning or tone. b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
	LISTENING	

EXPRESSION	WRITING	11. Use commonly misused words correctly in writing. *Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite*
	SPEAKING	12. Consult reference materials to find the pronunciation of unknown words and phrases. 13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.

Comprehension		
14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.		
RECEPTION	READING	15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text. a. Identify and explain attitudes and influences of multiple characters within a text. b. Explain how the main character changes throughout the story, using explicit evidence from the text. c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story. 16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama. a. Identify clues in the text to recognize implicit meanings. b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning. c. Make an inference about the meaning of a text and support it with textual evidence.

		17. Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective. a. Explain the difference between first person and third person narration, including omniscient and third person limited. b. State an opinion of the author's use of narration, supporting reasoning with examples from the text. 18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator. a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided. b. Compare the perspectives of different characters within a text. 19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures. a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature. b. Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature. 20. Use details and examples from a text to indicate what the text explicitly states. a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation. b. List the main questions answered by an informational article. c. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice. d. Explain the differences between primary and secondary sources, giving examples from texts.

		21. Explain how relevant details support the implied or explicit main idea of a text. a. Determine the central idea or theme of a text. b. Explain the difference between implied and explicit details. c. Summarize the key supporting details by citing evidence from a text. 22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text. a. Cite evidence to explain the author's perspective toward a topic in an informational text. 23. Evaluate how text features and structures contribute to the meaning of an informational text. a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect. b. Interpret information from text features in both print and digital formats. 24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument. a. Make text-based inferences to determine possible reasons for an author's stance. 25. Explain how the form of a poem contributes to its meaning. 26. Analyze how rhythm and rhyme in poetry contribute to meaning.
	LISTENING	27. Identify the reasons and evidence a speaker provides to support particular points.
EXPRESSION	WRITING	28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.
	SPEAKING	29. Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.

		30. Synthesize information on a topic in order to write or speak knowledgeably about the subject. a. Make complex inferences within and across texts to determine the importance of information. b. Use evidence to explain information across texts including different perspectives and/or points of view. 31. Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.

Writing		
32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.		
RECEPTION	READING	33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. a. Introduce a research topic clearly and group related ideas. b. Integrate and cite evidence to present research findings in written form. c. Paraphrase portions of texts or information presented in diverse media and formats.
	LISTENING	
EXPRESSION	WRITING	34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing. 35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.

		36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion. 37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence. 38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage. a. Order adjectives within sentences according to conventional patterns. *Example:* a small red bag *rather than* a red small bag b. Form and use prepositional phrases and conjunctions. c. Recognize and correct sentence fragments and run-on sentences. d. Use commas, apostrophes, and quotation marks correctly. e. Use correct capitalization, including familial relations and proper adjectives. f. Spell grade-appropriate words correctly, consulting references as needed. 39. Demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns *who, whose, which,* and *that*, relative adverbs *where, when,* and *how,* and irregular possessive nouns. b. Form and use the progressive verb tenses. *Examples: I was walking, I am walking* c. Use modal auxiliaries to convey various conditions. *Examples: can, may, must* 40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature. a. Write return address and mailing address in the proper locations on an envelope.
	SPEAKING	41. Present an opinion orally, sequencing ideas logically and using relevant facts. a. Express appropriate and meaningful responses to questions posed by others.

		42. 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, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.