

Fourth Grade ELA Standards to be Addressed in the First Quarter

Please see PARCC [Evidence Tables](#) for PARCC Expectations

Please see PARCC [Framework](#) for PARCC Expectations

Standards in bold print will be tested on the Q1 District Interim Test. RL1 and RI1-4 are heavily tested on PARCC.

Throughout the quarter students will Cite Evidence. Throughout the quarter students will analyze content.

<p align="center">Reading Literature <i>Bolded Standards will be tested on the Q1 District Interim Test</i></p>	<p align="center">Reading Informational <i>Bolded Standards will be tested on the Q1 District Interim Test</i></p>	<p align="center">Reading Foundations</p>
<p>RL1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL3. 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).</p> <p>RL4. 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).</p> <p>RL5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI3. 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.</p> <p>RI4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI5. Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. 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. <p>RF4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read grade level text with purpose and understanding. b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p>RL6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL7. Make connections between the written text of a story or drama and a visual or oral presentation of the text as I identify where each version reflects specific descriptions and/or directions in the text.</p> <p>RL8 Not applicable to literature.</p> <p>RL9. 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.</p>	<p>RI7. 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.</p> <p>RI8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
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Fourth Grade Writing Standards

Throughout the quarter, students will 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 tasks, purposes, and audiences.

Throughout the quarter students will study and apply grammar.

Please see PARCC Evidence Tables for PARCC Expectations

Writing

Bolded Standards will be tested on the Q1 District Interim Test

Language/Convention Standards

W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.

W6. 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

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

command of keyboarding skills to type a minimum of two pages in a single sitting.

W7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W8. 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.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. 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].”).**
- b. 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”).**

Knowledge of Language

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.***
- b. Choose punctuation for effect.***
- c. 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 of Language

- L4. 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.
- L5. 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).
- L6. 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).

Fourth Grade Speaking and Listening Standards	
Throughout the quarter students will conduct discussions.	Throughout the quarter students will report findings.
Comprehension and Collaboration	Presentation of Knowledge and Ideas

SL1. 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.

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. 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.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3. Identify the reasons and evidence a speaker provides to support particular points.

SL4. 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.

SL5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL6. 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.