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| **Fourth Grade ELA Expectations** | | |
| **Reading: Develop and apply skills to the reading process** | | |
| **R.1.A** | **Comprehension** | **Term:** |
| Develop and demonstrate reading skills in response to text by: | | |
| 4.R.1.A.a | drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text | 1 |
| 4.R.1.A.b | drawing conclusions by providing textual evidence of what the text says explicitly | 1 |
| 4.R.1.A.c | monitoring comprehension and making corrections and adjustments when understanding breaks down | 1 |
| **R.1.B** | **Vocabulary** | **Term:** |
| Develop an understanding of vocabulary by: | | |
| 4.R.1.B.a | determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots ,prefixes , and suffixes | 4 |
| 4.R.1.B.b | using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words | 1 |
| 4.R.1.B.c | completing analogies | 2 |
| 4.R.1.B.d | identifying the meaning of common idioms and figurative language | 1 |
| 4.R.1.B.e | using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words | 1 |
| 4.R.1.B.f | using conversational, general academic, and domain specific words and phrases |  |
| **R.1.C** | **Making Connections** | **Term:** |
| Explain relevant connections between: | | |
| 4.R.1.C.a | text to text (ideas and information in various fiction and nonfiction works, compare and contrast) | 3 |
| 4.R.1.C.b | text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time  frame) | 3 |
| **R.1.D** | **Independent Text** | **Term:** |
| Read independently for multiple purposes over sustained periods of time by: | | |
| 4.R.1.D.a | reading text that is developmentally appropriate | 1 |
| 4.R.1.D.b | producing evidence of reading | 1 |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times** | | |
| **R.2.A** | **Fiction** | **Term:** |
| Read, infer, analyze, and draw conclusions to: | | |
| 4.R.2.A.a | summarize and sequence the events/ plot, explain how past events impact future events, and identify the theme | 2 |
| 4.R.2.A.b | describe the personality traits of characters from their thoughts, words, and actions | 2 |
| 4.R.2.A.c | describe the interaction of characters including their relationships and how they change | 2 |
| 4.R.2.A.d | compare and contrast the adventures or exploits of characters and their roles | 5 |
| 4.R.2.A.e | compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person | 5 |
| **R.2.B** | **Poetry** | **Term:** |
| 4.R.2.B.a | Read, infer, and draw conclusions to explain structural elements of poetry | 6 |
| **R.2.C** | **Drama** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 4.R.2.C.a | analyze how characters change from the beginning to the end of a play or film | 7 |
| 4.R.2.C.b | explain structural elements of dramatic literature | 7 |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times** | | |
| **R.3.A** | **Text Features** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 4.R.3.A.a | use multiple text features to locate information and gain an overview of the contents of text | 2 |
| 4.R.3.A.b | describe the sequence of events, ideas, concepts or steps needed to carry out a procedure | 2 |
| 4.R.3.A.c | interpret and explain factual information presented graphically | 4 |
| **R.3.B** | **Literary Techniques** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 4.R.3.B.a | explain similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography | 4 |
| 4.R.3.B.b | analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author’s purpose and support the analysis | 4 |
| 4.R.3.B.c | explain how an author uses language to present information to influence what the reader thinks or does | 4 |
| **R.3.C** | **Text Structures** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 4.R.3.C.a | distinguish fact from opinion in a text and explain how to verify what is a fact | 3 |
| 4.R.3.C.b | explain explicit and implicit relationships among ideas in texts | 3 |
| 4.R.3.C.c | explain author’s purpose | 3 |
| 4.R.3.C.d | compare and contrast a firsthand and secondhand account of the same event or topic | 3 |
| **Reading: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning** | | |
| **R.4.A** | **Digital and Media Literacy** | **Term:** |
| Read to develop an understanding of media and its components by: | | |
| 4.R.4.A.a | explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior | 6 |
| 4.R.4.A.b | explaining how various design techniques used in media influence the message | 6 |
| 4.R.4.A.c | comparing various written conventions used for digital media | 4 |
| 4.R.4.A.d | explaining text structures and graphics features of a web page and how they help readers to comprehend text | 4 |
| **Reading Foundations: Understand how English is written and read** | | |
| **RF.3.A** | **Phonics** | **Term:** |
| Develop phonics in the reading process by: | | |
| 4.RF.3.A.a | decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context | 1 |
| 4.RF.3.A.b | reading root words, prefixes, and suffixes and important words from specific content curricula | 1 |
| **RF.4.A** | **Fluency** | **Term:** |
| 4.RF.4.A.a | Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary | 1 |
| **Writing: Apply a writing process to develop a text for audience and purpose** | | |
| **W.1.A** | **Prewriting** | **Term:** |
| Follow a writing process to plan a first draft by: | | |
| 4.W.1.A.a | selecting a genre appropriate for conveying the purpose to an intended audience | 4 |
| 4.W.1.A.b | formulating questions related to the topic | 4 |
| 4.W.1.A.c | accessing prior knowledge or building background knowledge related to the topic | 4 |
| 4.W.1.A.d | using a prewriting strategy | 4 |
| **W.1.B** | **Draft** | **Term:** |
| Appropriate to genre type, develop a draft from prewriting by: | | |
| 4.W.1.B.a | generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound | 4 |
| 4.W.1.B.b | establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph | 4 |
| 4.W.1.B.c | categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs | 4 |
| 4.W.1.B.d | addressing an appropriate audience | 4 |
| **W.1.C** | **Revise/Edit** | **Term:** |
| Reread, revise, and edit drafts with assistance to: | | |
| 4.W.1.C.a | develop and strengthen writing by revising   * + main idea   + sequence (ideas)   + focus   + beginning/middle/end   + details/facts (from multiple sources, when appropriate)   + word choice (related to the topic)   + sentence structure   + transitions   + audience/purpose   + voice | 4-7 |
| 4.W.1.C.b | edit for language conventions | 4 |
| **W.1.D** | **Produce/Publish and Share Writing** | **Term:** |
| With assistance from adults/peers: | | |
| 4.W.1.D.a | use technology, including the Internet, to produce and publish writing | 4 |
| 4.W.1.D.b | demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting | 4 |
| **Writing: Compose well-developed writing texts for au4dience** | | |
| **W.2.A** | **Opinion/Argumentative** | **Term:** |
| Write opinion texts that: | | |
| 4.W.2.A.a | introduce a topic or text being studied, using an introductory paragraph | 5 |
| 4.W.2.A.b | state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details | 5 |
| 4.W.2.A.c | use specific and accurate words that are related to the topic, | 5 |
| 4.W.2.A.d | contain information using student’s original language except when using direct quotation from a source | 5 |
| 4.W.2.A.e | reference the name of the author(s) or name of the source used for details or facts included in the text | 5 |
| 4.W.2.A.f | use transitions to connect opinion and reason | 5 |
| 4.W.2.A.g | organize the supporting details/reasons into introductory, supporting, and concluding paragraphs | 5 |
| **W.2.B** | **Informative/Explanatory** | **Term:** |
| Write informative/ explanatory texts that: | | |
| 4.W.2.B.a | introduce a topic using a topic sentence in an introductory paragraph | 6 |
| 4.W.2.B.b | develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations | 6 |
| 4.W.2.B.c | use specific, relevant, and accurate words that are suited to the topic, audience, and purpose | 6 |
| 4.W.2.B.d | contain information using student’s original language except when using direct quotations from a source | 6 |
| 4.W.2.B.e | use transitions to connect categories of information | 6 |
| 4.W.2.B.f | use text structures when useful | 6 |
| 4.W.2.B.g | create a concluding paragraph related to the information | 6 |
| **W.2.C** | **Narrative/Literacy** | **Term:** |
| Write fiction or non-fiction narratives and poems that: | | |
| 4.W.2.C.a | establish a setting and situation/topic and introduce a narrator and/or characters | 7 |
| 4.W.2.C.b | use narrative techniques, such as dialogue, motivation, and descriptions | 7 |
| 4.W.2.C.c | organize an event sequence that unfolds naturally to establish a beginning/middle/ end | 7 |
| 4.W.2.C.d | use a variety of transitions to manage the sequence of events | 7 |
| 4.W.2.C.e | use specific, relevant, and accurate words that are suited to the topic, audience, and purpose | 7 |
| **Writing: Gather, analyze, evaluate, and use information from a variety of sources** | | |
| **W.3.A** | **Research Process** | **Term:** |
| Apply research process to: | | |
| 4.W.3.A.a | generate a list of subject-appropriate topics | 8 |
| 4.W.3.A.b | create a research question to address relevant to a chosen topic | 8 |
| 4.W.3.A.c | identify a variety of relevant sources, literary and informational | 8 |
| 4.W.3.A.d | use organizational features of print and digital sources efficiently to locate information | 8 |
| 4.W.3.A.e | convert graphic/visual data into written notes | 8 |
| 4.W.3.A.f | determine the accuracy of the information gathered | 8 |
| 4.W.3.A.g | differentiate between paraphrasing and plagiarism when using ideas of others | 8 |
| 4.W.3.A.h | record bibliographic information from sources according to a standard format | 8 |
| 4.W.3.A.i | present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria | 8 |
| **Language: Communicate using conventions of English language** | | |
| **L.1.A** | **Grammar** | **Term:** |
| In speech and written form, apply standard English grammar to: | | |
| 4.L.1.A.a | use the “be” helping verbs with “ing” verbs | 2 |
| 4.L.1.A.b | use and order adjectives within sentences to conventional patterns | 3 |
| 4.L.1.A.c | use progressive verbs to show past, present, and future | 1 |
| 4.L.1.A.d | use adverbs in writing | 3 |
| 4.L.1.A.e | use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns | 1 |
| 4.L.1.A.f | use prepositions | 2 |
| 4.L.1.A.g | recognize the difference between and use coordinating conjunctions and subordinating conjunctions | 2 |
| 4.L.1.A.h | produce and expand the complete, simple and compound four types of sentences | 2 |
| 4.L.1.A.i | correct sentence fragments and run-on sentences in writing | 1 |
| **L.1.B** | **Punctuation, Capitalization, Spelling** | **Term:** |
| In written text: | | |
| 4.L.1.B.a | write legibly | 1 |
| 4.L.1.B.b | punctuate a dialogue between two or more characters | 1 |
| 4.L.1.B.c | insert a comma before a coordinating conjunction in a compound sentence | 1 |
| 4.L.1.B.d | capitalize proper adjectives | 1 |
| 4.L.1.B.e | use correct capitalization | 1 |
| 4.L.1.B.f | spell words with suffixes by dropping or leaving the final *e* | 1 |
| 4.L.1.B.g | spell words ending ln the long *e* sound | 1 |
| 4.L.1.B.h | alphabetize reference sources | 1 |
| 4.L.1.B.i | use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context | 1 |
| **Speaking/Listening: Listen for purpose** | | |
| **SL.1.A** | **Purpose** | **Term:** |
| Develop and apply effective listening skills and strategies in formal and informal settings by: | | |
| 4.SL.1.A.a | following, generating, and justifying classroom listening rules | 1 |
| 4.SL.1.A.b | 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 | 1 |
| 4.SL.1.A.c | following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations | 1 |
| **Speaking/Listening: Listen for entertainment** | | |
| 4.SL.2.A.a | Develop and apply effective listening skills and strategies in formal and informal settings by generating and following active listening rules, according to classroom expectations | 1 |
| **Speaking/Listening: Speaking effectively in collaborative discussions** | | |
| **SL.3.A** | **Collaborative Discussions** | **Term:** |
| Speak clearly and to the point, using conventions of language when presenting individually or with a group by | | |
| 4.SL.3.A.a | contributing to discussion after listening to others’ ideas, according to classroom expectations | 1 |
| 4.SL.3.A.b | expressing opinions of read-alouds and independent reading and relating opinion to others | 1 |
| **Speaking/Listening: Speaking effectively when presenting** | | |
| **SL.4.A** | **Presenting** | **Term:** |
| Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: | | |
| 4.SL.4.A.a | paraphrasing portions of a text read aloud or information presented in diverse media and formats | 5 |
| 4.SL.4.A.b | using efficient presentation skills with available resources | 5 |
| 4.SL.4.A.c | incorporating descriptive and sequential details in a student- designed or teacher-assigned topic | 5 |
| 4.SL.4.A.d | giving a formal presentation to classmates, using a variety of media | 5 |
| 4.SL.4.A.e | speaking with expression and fluency | 5 |
| 4.SL.4.A.f | adjusting formal/informal language according to context and topic | 5 |