Arkansas English Language Arts

Grade 4

Adopted 2023

Foundational Reading

Phonics Decoding (Word Reading)

PD. Decode words, using knowledge of Latin prefixes, bases, and suffixes and connectives. 4.FR.1.PD

Phonics Encoding (Word Writing)

PE. Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice). 4.FR.2.PE

PE. Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost). 4.FR.3.PE

PE. Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes and with the use of connectives as needed. 4.FR.4.PE

Handwriting

H. Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness. 4.FR.5.H

Fluency

F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. 4.FR.6.F

Reading Comprehension

Reading Fundamentals

RF. Ask questions about key details in a text. 4.RC.1.RF

RF. Answer explicit and inferential questions, using details from a text. 4.RC.2.RF

RF. Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic. 4.RC.3.RF

RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. 4.RC.4.RF

RF. Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text. 4.RC.5.RF

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. 4.RC.6.RF

Reading Literature

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_. Describe how a character changes throughout a story. 4.RC.7.RL

RL. Explain how the setting contributes to the plot of a story. 4.RC.8.RL

RL. Determine the theme of a story. 4.RC.9.RL

RL. Compare and contrast stories with similar central messages and topics. 4.RC.10.RL

RL. Explain what information is gained from adding multimedia elements to the reading of a text. 4.RC.11.RL

RL. Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations. 4.RC.12.RL

RL. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. 4.RC.13.RL

Reading Information

RI. Explain how an author uses reasons and evidence to support specific points in a text. 4.RC.14.RI

RI. Integrate information from two texts on the same topic when writing or speaking about the topic. 4.RC.15.RI

RI. Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution). 4.RC.16.RI

RI. Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text. 4.RC.17.RI

RI. Compare and contrast a firsthand and secondhand account of the same event or topic. 4.RC.18.RI

Vocabulary

1. Determine or clarify the meaning of words and phrases in texts read aloud or independently. 4.V.1
2. Use context clues to infer the meaning of words or phrases. 4.V.2
3. Consult reference materials to clarify pronunciation and/or precise meaning of words. 4.V.3
4. Use the relationship between a word and its antonyms and synonyms to deepen understanding. 4.V.4
5. Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions. 4.V.5
6. Explain the meaning of figurative language, including similes, metaphors, and idioms. 4.V.6
7. Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity). 4.V.7

Writing **Style**

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S. Write an opinion (argument) to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources. 4.W.1.S

S. Write informative or explanatory pieces about a topic, using sources. 4.W.2.S

S. Write a narrative, using a logical plot (sequence of events, characters, and setting) and strong voice. 4.W.3.S

Production

P. Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions. 4.W.4.P

P. Organize writing logically, constructing an introduction, body, and conclusion. 4.W.5.P

P. Use transitional words, phrases, and clauses to connect ideas. 4.W.6.P

P. Plan and revise writing to convey ideas precisely. 4.W.7.P

P. Edit writing to include K-4 language conventions for publishing. 4.W.8.P

P. Conduct short research by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response. 4.W.9.P

P. Take notes, sort evidence into categories, and include a list of sources. 4.W.10.P

Collaborative Communication

Oral Language

OL. Participate in collaborative conversations following class created guidelines to expand upon conversations. 4.CC.1.OL

OL. Identify the reasons and evidence a speaker provides to support specific points. 4.CC.2.OL

Presentation

P. Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace. 4.CC.3.P

P. Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting. 4.CC.4.P

P. Speak audibly, using standard English as appropriate to the task and/or situation. 4.CC.5.P

Language

Structures

S. Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house). 4.L.1.S

S. Use relative pronouns (e.g., who, which, that, whose, whom). 4.L.2.S

S. Use possessive pronouns as adjectives (e.g., their house, her dog). 4.L.3.S

Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun). 4.L.4.S

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S. Use comparative and superlative adjectives (e.g., funnier, funniest). 4.L.5.S

S. Use verb tense to convey various times, sequences, states, and conditions. 4.L.6.S

S. Use progressive verb tenses (i.e., helping verbs). 4.L.7.S

S. Use subject/verb agreement. 4.L.8.S

S. Use comparative and superlative adverbs (e.g., farther, farthest). 4.L.9.S

S. Use subordinating conjunctions to produce complex sentences. 4.L.10.S

S. Use interjections (e.g., eek, yikes). 4.L.11.S

S. Use prepositional phrases. 4.L.12.S

S. Use contractions. 4.L.13.S

S. Produce complex sentences, using dependent clauses and subordinating conjunctions. 4.L.14.S

Conventions

C. Use correct capitalization. 4.L.15.C

C. Capitalize words for emphasis (e.g., WOW! NO!). 4.L.16.C

C. Capitalize dialogue. 4.L.17.C

C. Use end marks in dialogue. 4.L.18.C

C. Use commas in dialogue. 4.L.19.C

C. Use commas in quotations from a text. 4.L.20.C

C. Use commas to separate an introductory element. 4.L.21.C

C. Use quotation marks in dialogue. 4.L.22.C

C. Use quotation marks in quotations from a text. 4.L.23.C