

Grade 4

Pose thoughtful questions after actively listening to others. 4.1

1 Pose thoughtful questions after actively listening to others. 4.1

With guidance and support students can:

a Engage in collaborative discussions (EE.SL.4.1). 4.1.A

- i Contribute ideas from prior knowledge of a text during discussions about the same text (EE.SL.4.1a). 4.1.A.I
- ii Carry out assigned role in a discussion (EE.SL.4.1b). 4.1.A.II
- iii Answer specific questions related to information in a discussion (EE.SL.4.1c). 4.1.A.III
- iv Identify the key ideas in a discussion (EE.SL.4.1d). 4.1.A.IV

b Ask and answer questions about details from a text read aloud or information presented orally or through other media (EE.SL.4.2). 4.1.B

c Identify a point that the speaker makes (EE.SL.4.3). 4.1.C

Create a plan to effectively present information both informally and formally. 4.2

2 Create a plan to effectively present information both informally and formally. 4.2

With guidance and support students can:

a Retell a story or personal experience or recount a topic with supporting details (EE.SL.4.4). 4.2.A

b Add audio recordings or visuals to make a presentation about a personally relevant topic (EE.SL.4.5). 4.2.B

c Differentiate between communication partners and contexts that call for formal and informal communication (EE.SL.4.5). 4.2.C

Apply strategies to comprehend and interpret literary texts. 4.3

3 Apply strategies to comprehend and interpret literary texts. 4.3

With guidance and support students can:

- a Use details from the text to recount what the text says (EE.RL.4.1).** 4.3.A
 - i Identify the theme or central idea of a familiar story, drama or poem (EE.RL.4.2). 4.3.A.I
 - ii Use details from the text to describe characters in the story (EE.RL.4.3). 4.3.A.II
 - iii Identifies the central conflict and resolution in a story. 4.3.A.III
- b Determine the meaning of words in a text (EE.RL.4.4).** 4.3.B
 - i Identify elements that are characteristic of stories (EE.RL.4.5). 4.3.B.I
 - ii Identify the narrator of a story (EE.RL.4.6). 4.3.B.II
- c Make connections between the text representation of a story and a visual, tactual, or oral version of a story (EE.RL.4.7).** 4.3.C
 - i Compare characters, settings or events in stories, myths or texts from different cultures (EE.RL.4.9). 4.3.C.I
- d Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry (EE.RL.4.10).** 4.3.D

Apply strategies to comprehend and interpret informational texts. 4.4

- 4 Apply strategies to comprehend and interpret informational texts.** 4.4

With guidance and support students can:

- a Identify explicit details in an informational text (EE.RI.4.1).** 4.4.A
 - i Identify the main idea of a text when it is explicitly stated (EE.RI.4.2). 4.4.A.I
 - ii Identify the main idea of a text when it is explicitly stated (EE.RI.4.3). 4.4.A.II
- b Determine meanings of words in text (EE.RI.4.4).** 4.4.B
 - i Identify elements that are characteristic of informational texts (EE.RI.4.5). 4.4.B.I
 - ii Compare own experience with a written account of the experience (EE.RI.4.6). 4.4.B.II
- c Answer questions about information presented visually, orally, or quantitatively (EE.RI.4.7).** 4.4.C
 - i Identify one or more reasons supporting a specific point in an informational text (EE.RI.4.8). 4.4.C.I
 - ii Compare details presented in two texts on the same topic (EE.RI.4.9). 4.4.C.II
- d Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts (EE.RI.4.10).** 4.4.D

Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words. 4.5

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With guidance and support students can:

a Use letter-sound knowledge to read words (EE.RF.4.3). 4.5.A

- i Apply letter-sound knowledge to use first letter plus context to identify unfamiliar word (EE.RF.4.3a). 4.5.A.I
 - ii Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes) (EE.RF.4.3b). 4.5.A.II
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b Read words in text (EE.RF.4.4). 4.5.B

- i Read text comprised of familiar words with accuracy and understanding (EE.RF.4.4a). 4.5.B.I
 - ii Use letter knowledge and context to support word recognition when reading (EE.RF.4.4c). 4.5.B.II
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c Demonstrate knowledge of word meanings (EE.L.4.4). 4.5.C

- i Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult (EE.L.4.4ba). 4.5.C.I
 - ii Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks) (EE.L.4.4b). 4.5.C.II
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d Demonstrate understanding of word relationships and use (EE.L.4.5). 4.5.D

- i Use common idioms (e.g., no way, not a chance, you bet) (EE.L.4.5b). 4.5.D.I
 - ii Demonstrate understanding of opposites (EE.L.4.5c). 4.5.D.II
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e Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words (EE.L.4.6). 4.5.E

Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1) 4.6

6 Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1) 4.6

With guidance and support students can:

a Write opinions about topics or text (EE.W.4.1). 4.6.A

- i Select a topic or text and write an opinion about it (EE.W.4.1a). 4.6.A.I
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b List reasons to support the opinion (EE.W.4.1b). 4.6.B

c Create an organizational structure that lists opinion and reasons in a logical order. 4.6.C

d Provide a concluding statement or sentence related to the opinion presented. 4.6.D

Write
informative/explanatory
texts using text
structures appropriate
for the purpose and
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specific vocabulary. 4.7

7 Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary. 4.7

**With guidance and
support students can:**

a Select a topic and write about it including related visual, factual, or multimedia information as appropriate (EE.W.4.2a). 4.7.A

b Identify a text structure appropriate to purpose (e.g., sequence, chronology, description, explanation, comparison and contrast). 4.7.B

c Organize relevant ideas and details to convey a central idea or prove a point. 4.7.C

d List words, facts, or details related to the topic (EE.W.4.2b). 4.7.D

e Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because). 4.7.E

f Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics. 4.7.F

g Provide a concluding statement or sentence related to the information or explanation presented. 4.7.G

**Write engaging, real or
imagined narratives
using descriptive details
and dialogue to convey a
sequence of related
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8 Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events. 4.8

**With guidance and
support students can:**

a Write about events or personal experiences (EE.W.4.3). 4.8.A

i Write about a personal experience including two events in sequence (EE.W.4.3a). 4.8.A.I

b List reasons to support an opinion (EE.W.4.3b). 4.8.B

c Use transitional words first, next, last to order a sequence of events. 4.8.C

d Use words and phrases and sensory details to convey experiences and events. 4.8.D

e Provide a conclusion that follows from a narrated experience or event. 4.8.E

Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning. 4.9

9 Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning. 4.9

With guidance and support students can:

a Demonstrate standard English grammar and usage when communicating (EE.L.4.1). 4.9.A

i Use possessive pronouns (EE.L.4.1a). 4.9.A.I

ii Combine common nouns with verbs, nouns, or pronouns in communication (EE.L.4.1b). 4.9.A.II

iii Use comparative and superlative adjectives to describe people or objects (EE.L.4.1d). 4.9.A.III

iv Use common prepositions (e.g., to, from, in, out, on, off, by, with) (EE.L.4.1e). 4.9.A.IV

v Combine three or more words in communication (EE.L.4.1f). 4.9.A.V

b Demonstrate understanding of conventions of standard English (EE.L.4.2). 4.9.B

i Capitalize the first word in a sentence (EE.L.4.2a). 4.9.B.I

ii Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns (EE.L.4.2d). 4.9.B.II

c Use language to achieve desired outcomes when communicating (EE.L.4.3). 4.9.C

i Use language to express emotion (EE.L.4.3a). 4.9.C.I

d Produce writing that expresses more than one idea (EE.L.4.4). 4.9.D

e With guidance and support from adults and peers, plan before writing and revising own writing (EE.L.4.5). 4.9.E

f With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others (EE.L.4.6). 4.9.F

g Write routinely for a variety of tasks, purposes, and audiences (EE.L.4.10). 4.9.G

Use a variety of resources to build and

10 Use a variety of resources to build and communicate knowledge related to open-ended research questions. 4.10

communicate
knowledge related to
open-ended research
questions. 4.10

With guidance and
support students can:

- a Gather information about a topic from two or more sources for a research project (EE.L.4.7). 4.10.A**

- b Recall and sort information from personal experiences or a topic into given categories (EE.L.4.8). 4.10.B**

- c Recall information from literary and informational text to support writing (EE.L.4.9). 4.10.C**
 - i** Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., use details from text to describe a character in a story) (EE.L.4.9a). 4.10.C.I
 - ii** Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., use reasons and evidence supporting point in an informational text) (EE.L.4.9b). 4.10.C.II