Florida English Language Arts

Grade 4

Foundational Skills

1 Learning and Applying Foundational Reading Skills ELA.4.F.1

3 Phonics and Word Analysis: Use knowledge of grade-level phonics and word-analysis skills to decode words. ELA.4.F.1.3

a Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. ELA.4.F.1.3.A

Clarification 1 At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-tai-n”) may decode a given text, but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “enter-tain”) or by morphological structure (i.e., “enter-tain”).

4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.4.F.1.4

See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

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Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 2 Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

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Clarification 3 Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

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Reading

1 Reading Prose and Poetry ELA.4.R.1

1 Literary Elements: Explain how setting, events, conflict, and character development contribute to the plot in a literary text. ELA.4.R.1.1

2 Theme: Explain a stated or implied theme and how it develops, using details, in a literary text. ELA.4.R.1.2

3 Perspective and Point of View: Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. ELA.4.R.1.3

4 Poetry: Explain how rhyme and structure create meaning in a poem. ELA.4.R.1.4

2 Reading Informational Text ELA.4.R.2

1 Structure: Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. ELA.4.R.2.1

2 Central Idea: Explain how relevant details support the central idea, implied or explicit. ELA.4.R.2.2

3 Purpose and Perspective: Explain an author's perspective toward a topic in an informational text. ELA.4.R.2.3

4 Argument: Explain an author's claim and the reasons and evidence used to support the claim. ELA.4.R.2.4

3 Reading Across Genres ELA.4.R.3

1 Interpreting Figurative Language: Explain how figurative language contributes to meaning in text(s). ELA.4.R.3.1

2 Paraphrasing and Summarizing: Summarize a text to enhance comprehension. ELA.4.R.3.2

a Include plot and theme for a literary text. ELA.4.R.3.2.A

b Include the central idea and relevant details for an informational text. ELA.4.R.3.2.B

Clarification 1 Most grade-level texts are appropriate for this benchmark.

3 Comparative Reading: Compare and contrast accounts of the same event using primary and/or secondary sources. ELA.4.R.3.3

An explanation of how th sh ch

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Clarification 1 An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.

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The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	**Clarification 1**	**The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.**
The term perspective means "a particular attitude toward or way of regarding something."	**Clarification 1**	**The term perspective means "a particular attitude toward or way of regarding something."**
Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.	**Clarification 1**	**Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.**
See Elementary Figurative Language.	**Clarification 2**	**See Elementary Figurative Language.**
Introduce the terms primary sources and secondary sources.	**Clarification 1**	**Introduce the terms primary sources and secondary sources.**
Communication	**1 Communicating Through Writing** ELA.4.C.1 1 Handwriting: Demonstrate legible cursive writing skills. ELA.4.C.1.1 2 Narrative Writing: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. ELA.4.C.1.2 Argumentative Writing: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. ELA.4.C.1.3	

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4 Expository Writing: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. ELA.4.C.1.4

5 Improving Writing: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers. ELA.4.C.1.5

2 Communicating Orally ELA.4.C.2

1 Oral Presentation: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. ELA.4.C.2.1

3 Following Conventions ELA.4.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.4.C.3.1

4 Researching ELA.4.C.4

1 Researching and Using Information: Conduct research to answer a question, organizing information about the topic and using multiple valid sources. ELA.4.C.4.1

5 Creating and Collaborating ELA.4.C.5

1 Multimedia: Arrange multimedia elements to create emphasis in oral or written tasks. ELA.4.C.5.1

2 Technology in Communication: Use digital writing tools individually or collaboratively to plan, draft, and revise writing. ELA.4.C.5.2

Students will produce cursive writing that can be consistently read by others.

Clarification 1 **Students will produce cursive writing that can be consistently read by others.**

Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.

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See Writing Types.

Clarification 2 **See Writing Types.**

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See Writing Types and Elaborative Techniques.	Clarification 1	See Writing Types and Elaborative Techniques.
See Writing Types and Elaborative Techniques.	Clarification 1	See Writing Types and Elaborative Techniques.
Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.	Clarification 1	Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.
For further guidance, see the Elementary Oral Communication Rubric.	Clarification 2	For further guidance, see the Elementary Oral Communication Rubric.
Skills to be mastered at this grade level are as follows:	Clarification 1a	Skills to be mastered at this grade level are as follows:
Use subject-verb agreement with intervening clauses and phrases.	1	Use subject-verb agreement with intervening clauses and phrases.
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	2	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Use conjunctions.	3	Use conjunctions.
Sk but not yet mastered are	rification 1b	Skills to be implemented but not yet mastered are as follows:

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as follows:

Use principal modals to indicate the mood of a verb.	1 Use principal modals to indicate the mood of a verb.
Use appositives, main clauses, and subordinate clauses.	2 Use appositives, main clauses, and subordinate clauses.
Recognize and correct inappropriate shifts in tense and number.	3 Recognize and correct inappropriate shifts in tense and number.
Use conjunctions correctly to join words and phrases in a sentence.	4 Use conjunctions correctly to join words and phrases in a sentence.
Use verbals including gerunds, infinitives, and participial phrases.	5 Use verbals including gerunds, infinitives, and participial phrases.
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	6 Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.
See Conventions Progression by Grade Level for more information.	Clarification 2 See Conventions Progression by Grade Level for more information.
While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.	Clarification 1 While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

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Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.	**Clarification 1** **Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.**
Vocabulary	**1 Finding Meaning** ELA.4.V.1 1 Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.4.V.1.1 2 Morphology: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. ELA.4.V.1.2 3 Context and Connotation: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. ELA.4.V.1.3
Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require ex	**Clarification 1** **Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**

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See Common Greek and Latin Roots 3-5 and Affixes.	Clarification 1	See Common Greek and Latin Roots 3-5 and Affixes.
Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.	Clarification 1	Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.
See Context Clues and Word Relationships.	Clarification 2	See Context Clues and Word Relationships.
See 4.R.3.1 and Elementary Figurative Language.	Clarification 3	See 4.R.3.1 and Elementary Figurative Language.