Hawaii English Language Arts

4th Grade

Reading Foundations

Print Concepts

1 (Not addressed in 4th grade) 4.RF.1

Phonological Awareness

2 (Not addressed in 4th grade) 4.RF.2

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills to read: 4.RF.3

- a Read multisyllabic words in isolation and in text, including: 4.RF.3.A
  - 1 Latin Roots and Affixes 4.RF.3.A.1
  - 2 Common Greek Roots and Affixes 4.RF.3.A.2
- b Read complex decodable and irregular high frequency words. 4.RF.3.B

Fluency

4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms. 4.RF.4

Reading Informational

Key Ideas and Details

1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.1

2 Analyze informational text development: 4.RI.2

- a Determine the main/central idea of a text and explain how it is supported by key details. 4.RI.2.A
- b Summarize the text, incorporating an explanation of how the key details support the main/central idea. 4.RI.2.B

3 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. 4.RI.3

Craft and Structure

4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 4.RI.4

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5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.5

6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.RI.6

Integration of Knowledge and Ideas

7 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. 4.RI.7

8 Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.8

9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.RI.9

Range of Reading and Level of Text Complexity

10 Read and comprehend informational texts appropriately complex for grade 4. 4.RI.10

Reading Literature

Key Ideas and Details

1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.1

2 Analyze literary text development: 4.RL.2

- a Determine a theme of a story, drama, or poem from details in the text. 4.RL.2.A
- b Summarize the text, incorporating a theme determined from details in the text. 4.RL.2.B

3 Describe story elements: 4.RL.3

- a Drawing on specific details in the text, describe in depth a character, setting, or event in a story or drama. 4.RL.3.A

Craft and Structure

4 Determine the meaning of words and phrases as they are used in a text, including allusions to history, mythology, pop culture, etc. (e.g., Rose is such an Einstein.) 4.RL.4

5 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. 4.RL.5

6 Compare and contrast the perspectives from which different stories are narrated, including identifying the point of view of the narrations. 4.RL.6

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tegration of Knowledge and Ideas

7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 4.RL.7

9 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. 4.RL.9

Range of Reading and Level of Text Complexity

10 Read and comprehend literary texts appropriately complex for grade 4. 4.RL.10

Writing Foundations

Handwriting, Spelling, and Sentence Formation

1 Demonstrate and apply correct handwriting skills: 4.WF.1

- a Legibly and fluently write in manuscript to produce grade-appropriate tasks. 4.WF.1.A

2 Know and apply phonics and word analysis skills when encoding words: 4.WF.2

- a Spell single-syllable words that are homophones 4.WF.2.A
- b Spell regular two- and three-syllable words that: 4.WF.2.B
  - 1 Include common Latin roots (e.g., port, form, ject, fer) 4.WF.2.B.1
  - 2 Include less common prefixes (e.g., fore-, pro-, trans-) 4.WF.2.B.2
  - 3 Include the schwa (e.g., active, nation, abandon) 4.WF.2.B.3
- c Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words. 4.WF.2.C
- d Consult reference materials, including dictionaries, as needed to check and correct spellings. 4.WF.2.D

3 Demonstrate command of the conventions of English when writing, including multi-paragraph texts: 4.WF.3

- a Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4.WF.3.A
- b Use correct capitalization. 4.WF.3.B
- c Use commas and quotation marks to mark direct speech and quotations from a text. 4.WF.3.C
- d Use a comma before a coordinating conjunction in a compound sentence. 4.WF.3.D

Writing

Text Types and Purposes

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1 Write opinion/argumentative pieces on topics or texts, supporting a claim with reasons and information: 4.W.1

- a Introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 4.W.1.A
- b Provide reasons that are supported by facts and details. 4.W.1.B
- c Link claim and reasons using words and phrases (e.g., for instance, in order to, in addition). 4.W.1.C
- d Provide a conclusion that follows from the argument presented, as appropriate to the task. 4.W.1.D

2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly: 4.W.2

- a Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. 4.W.2.A
- b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.2.B
- c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4.W.2.C
- d Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.2.D
- e Provide a concluding statement or section related to the information or explanation presented. 4.W.2.E

3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: 4.W.3

- a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 4.W.3.A
- b Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.3.B
- c Use a variety of transitional words and phrases to manage the sequence of events. 4.W.3.C
- d Use concrete words and phrases and sensory details to convey experiences and events precisely. 4.W.3.D
- e Provide a conclusion that follows from the narrated experiences or events. 4.W.3.E

Production and Distribution of Writing

4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.) 4.W.4

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5 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 command of keyboarding skills to type a minimum of one page in a single sitting. 4.W.5

Research to Build and Present Knowledge

6 Conduct short research projects that build knowledge through investigation of different aspects of a topic: 4.W.6

- a Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources. 4.W.6.A
- b Draw evidence from literary or informational texts to support analysis, reflection, and research. 4.W.6.B

Speaking and Listening

Comprehension and Collaboration

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly: 4.SL.1

- 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. 4.SL.1.A
- b Follow agreed-upon rules for discussions and carry out assigned roles. 4.SL.1.B
- 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. 4.SL.1.C
- d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4.SL.1.D

2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.SL.2

3 Identify the reasons and evidence a speaker provides to support particular points. 4.SL.3

Presentation of Knowledge and Ideas

4 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. 4.SL.4

5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills. 4.SL.5

Language

Conventions of English

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1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: 4.L.1

- a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 4.L.1.A
- b Use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. 4.L.1.B
- c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 4.L.1.C
- d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). 4.L.1.D
- e Use prepositional phrases. 4.L.1.E
- f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4.L.1.F
- g Correctly use frequently confused words (e.g., to, too, two; there, their). 4.L.1.G

2 (Addressed in Writing Foundations) 4.L.2

Vocabulary Acquisition and Use

3 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: 4.L.3

- a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4.L.3.A
- b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 4.L.3.B
- c 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. 4.L.3.C

4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: 4.L.4

- a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 4.L.4.A
- b Recognize and explain the meaning of common idioms, adages, and proverbs. 4.L.4.B
- c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 4.L.4.C

5 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). 4.L.5