Idaho English Language Arts/Literacy

Grade 4

Adopted 2022

Foundational Reading

Phonics and Decoding

3. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words (e.g., depart, beneficial, recycle) in context and out of context. 4.FR.3

Reading Comprehension

Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. 4.RC.1

Volume of Reading to Build Knowledge

2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. 4.RC.2

Textual Evidence

3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts. 4.RC.3

Reading Fluency

4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. 4.RC.4

Literature

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5. Use evidence from literature to demonstrate understanding of grade-level texts. 4.RC.5

   a. Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details. 4.RC.5.A

   b. Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions). 4.RC.5.B

   c. Explain the overall structures of stories, plays, and poems and how each successive part builds on earlier sections. 4.RC.5.C

   d. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 4.RC.5.D

   e. Compare and contrast the treatment of similar themes and patterns of events in stories, myths, and traditional literature from different cultures. 4.RC.5.E

Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 4.RC.6

   a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts. 4.RC.6.A

   b. Explain events, procedures, steps, ideas, or concepts found in historical, scientific, or technical texts, including what happened and why. 4.RC.6.B

   c. Explain the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect) and how each successive part builds on earlier sections. 4.RC.6.C

   d. Explain how authors use evidence and reasons to support specific points in texts. 4.RC.6.D

   e. Combine information from two texts on the same topic, noting important similarities and differences in focus and the information provided. 4.RC.6.E

Vocabulary Development

Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies: 4.VD.1

   a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases. 4.VD.1.A

   b. Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., thermometer, thermos, thermostat). 4.VD.1.B

   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases. 4.VD.1.C

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2. Determine how words and phrases provide meaning and nuance to grade-level texts: 4.VD.2
    a. Recognize and explain the meaning of idioms, adages, and proverbs in context. 4.VD.2.A
    b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered). 4.VD.2.B

Academic Vocabulary

3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing. 4.VD.3

Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources. 4.RS.1

Deep Reading on Topics to Build Knowledge

2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) 4.RS.2

Writing Strand

Range of Writing

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc. 4.W.1
2. Write arguments that introduce the topic; express a clear opinion supported with facts, details and reasons; and provide a concluding statement or section. 4.W.2
3. Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section. 4.W.3
4. Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure. 4.W.4
5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas. 4.W.5
6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) 4.W.6

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..andwriting and Keyboarding

7. Write legibly and fluently in cursive by hand, forming letters and words that can be easily read by others. 4.W.7
8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills. 4.W.8

Oral and Digital Communications Strand

Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding. 4.ODC.1
2. Paraphrase portions of a text read aloud, or information presented in diverse media (audio, visual, and quantitative). 4.ODC.2
3. Identify the reasons and evidence a speaker provides to support particular points being made. 4.ODC.3
4. Report orally 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, speaking clearly at an understandable pace. 4.ODC.4

Digital Communications

5. Evaluate whether a digital source is factual or opinion-based by considering its use of evidence and whose point-of-view is represented or missing. 4.ODC.5
6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages. 4.ODC.6

Grammar and Conventions

Grammar and Usage

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 4.GC.1
   a. Recognize subject-predicate relationship in sentences. 4.GC.1.A
   b. Use principal modals to convey various conditions (e.g., can, may, must). 4.GC.1.B
   c. Order adjectives within sentences according to conventional patterns. 4.GC.1.C
   d. Use relative pronouns and relative adverbs. 4.GC.1.D
   e. Form and use prepositional phrases. 4.GC.1.E
   f. Correctly use frequently confused common words (e.g., to/too/two). 4.GC.1.F
   g. Ensure subject-verb agreement. 4.GC.1.G
   h. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. 4.GC.1.H
   i. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. 4.GC.1.I

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Mechanics

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 4.GC.2
    a. Commas in a series. 4.GC.2.A
    b. Quotation marks to mark direct speech and quotations from a text. 4.GC.2.B
    c. Use correct capitalization. 4.GC.2.C
3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're). 4.GC.3