Louisiana English Language Arts

Grade 4

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

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

2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.2

3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.3

Craft and Structure

4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 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. RL.5

6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.6

Integration of Knowledge and Ideas

7 Make connections between the text of a story or drama and a visual or oral presentation of the text. RL.7

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, the placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the Reading Standards for Informational Texts. RL.8

9 Compare and contrast how similar themes and topics are addressed (e.g., opposition of good and evil) and the patterns of events (e.g., the quest) in stories, myths, and traditional literature from different traditions. RL.9

Range of Reading and Level of Text Complexity

10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.10

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

2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.2

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. 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. RI.4

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. 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. RI.6

Integration of Knowledge and Ideas

7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines) and explain how the information contributes to an understanding of the text in which it appears. RI.7

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

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

Range of Reading and Level of Text Complexity

10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.10

Reading Standards for Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. Th ski and of themselves,

Print Concepts

1 Demonstrate and apply handwriting skills. RF.1

a Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing. RF.1.A

b Write complete words, thoughts, and sentences legibly in cursive, leaving appropriate spaces between words. RF.1.B

Phonological Awareness

2 Mastered in Grade 1 RF.2

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rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know— to discern when particular children or activities warrant more or less attention. RF

3 Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words. RF.3

a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context. RF.3.A

Fluency

4 Read grade-level texts with sufficient accuracy and fluency to support comprehension. RF.4

a Read with automaticity and appropriate prosody or expression. RF.4.A

b Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.B

Writing Standards The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each ye sta fur

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Text Types and Purposes

1 Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons and information. W.1

a Introduce a topic or text clearly, state an opinion, and organize related ideas and information together in paragraphs. W.1.A

b Provide reasons that are supported by facts and details. W.1.B

c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.1.C

d Provide a concluding statement or section related to the opinion presented. W.1.D

and understandings mastered in preceding grades. W

2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. W.2

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

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

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

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

5 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 Language standards 1-3 up to and including grade 4.) W.5

6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others. W.6

Research to Build and Present Knowledge

7 Conduct research that builds knowledge through the investigation of different aspects of a topic. W.7

8 Use relevant information from experiences and gather relevant information from print and digital sources. W.8

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- a Take notes and categorize information. W.8.A
- b Provide a list of sources. W.8.B

9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards. W.9

Range of Writings

10 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. SL.1

- a Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.1.A
- b Follow agreed-upon rules for discussions and carry out assigned roles. 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 connect to the remarks of others. SL.1.C
- d Review the key ideas expressed and explain their own ideas and understanding, considering the discussion. SL.1.D

2 Paraphrase portions of a text read aloud or information presented in various media and formats. SL.2

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

Presentation of Knowledge and Ideas

4 Present 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. SL.4

5 Enhance the development of main ideas or themes of presentations by incorporating multimedia elements, including recordings and visual displays. SL.5

6 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 the task, audience, and situation. SL.6

Language Standards: The following standards offer a focus for instruction each year to help ensure that stu ma skills and applications.

Conventions of Standard English

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Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1

- a Use relative pronouns and relative adverbs. L.1.A
- b Use the progressive verb tenses. L.1.B
- c Use modal auxiliary verbs to convey various conditions. L.1.C
- d Order adjectives within sentences according to conventional patterns. L.1.D
- e Use prepositional phrases. L.1.E
- f Use complete sentences, avoiding the use of fragments or run-ons. L.1.F
- g Use frequently confused words correctly (e.g., to, too, two; there, their). L.1.G

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2

- a Use correct capitalization. L.2.A
- b Use commas and quotation marks to mark direct speech and quotations from a text. L.2.B
- c Use a comma before a coordinating conjunction in a compound sentence. L.2.C
- d Spell grade-appropriate words correctly, consulting references as needed. L.2.D

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3

- a Choose words and phrases to convey ideas precisely. L.3.A
- b Choose punctuation for effect. L.3.B
- c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. L.3.C

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. L.4

- a Use context to determine the meaning of a word or phrase. L.4.A
- b Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word. L.4.B
- c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.C

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5

   a Explain the meaning of simple similes and metaphors in context. L.5.A

   b Identify and explain the meaning of common idioms, adages, and proverbs. L.5.B

   c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.5.C

6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and relate to a particular topic. L.6