English Language Arts: Grade 4

Reading: Literature RL

1a	Refer to details and examples in a text when explaining what the text says explicitly. LC.RL.4.1A
1b	Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. LC.RL.4.1B
1c	Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?). LC.RL.4.1C
2a	Use evidence from the text to summarize a story, poem or drama. LC.RL.4.2A
2b	Determine the theme of a story, drama, or poem; refer to text to support answer. LC.RL.4.2B
3a	Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). LC.RL.4.3A
3b	Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. LC.RL.4.3B
3c	Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. LC.RL.4.3C
4	Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 4 topic or subject area. LC.RL.4.4
5a	Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph). LC.RL.4.5b Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter). LC.RL.4.5A
6a	Determine the author's point of view (first- or third- person). LC.RL.4.6A
6b	Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. LC.RL.4.6B

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	7a Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions. LC.RL.4.7A
	7b Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. LC.RL.4.7B
	7c Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer. LC.RL.4.7C
	9a Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. LC.RL.4.9A
	9b Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. LC.RL.4.9B
	10 Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts. LC.RL.4.10
Reading: Informational Text RI	**1a** Refer to details and examples in a text when explaining what the text says explicitly. LC.RI.4.1A
	1b Refer to details and examples in a text when drawing basic inferences from an informational text. LC.RI.4.1B
	2a Determine the main idea of an informational text. LC.RI.4.2A
	2b Identify supporting details of an informational text. LC.RI.4.2B
	4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 4 topic or subject area. LC.RI.4.4
	5a Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions. LC.RI.4.5A
	5b 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. LC.RI.4.5B
	5c Organize information presented in an informational text to demonstrate the text structure. LC.RI.4.5C
	5d Use text features (keywords, glossary) to locate information relevant to a given topic or question. LC.RI.4.5D
	5e Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. LC.RI.4.5E

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	5f	Use search tools or text features as a means of locating relevant information. LC.RI.4.5F
	6a	Determine if information in a text is firsthand or secondhand. LC.RI.4.6A
	6b	Compare and contrast a firsthand and secondhand account of the same event or topic. LC.RI.4.6B
	7a	Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. LC.RI.4.7A
	7b	Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. LC.RI.4.7B
	7c	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. LC.RI.4.7C
	8a	Compare and contrast how different authors use reasons and evidence to support the same topics across texts. LC.RI.4.8A
	8b	Identify reasons that the author uses to support ideas in an informational text. LC.RI.4.8B
	8c	Identify facts that an author uses to support a specific point or opinion. LC.RI.4.8C
	9a	Report out about two or more texts on the same self-selected topic. LC.RI.4.9A
	9b	Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. LC.RI.4.9B
	10	Read or be read to and recount self-selected informational texts or adapted texts. LC.RI.4.10
Reading: Foundational Skills RF	3a	Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words. LC.RF.4.3A
	3b	Identify grade level words with accuracy and on successive attempts. LC.RF.4.3B
	3d	Recognize and/or read grade appropriate irregularly spelled words. LC.RF.4.3D
	4a	Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. LC.RF.4.4A
		Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm

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predictions). LC.RF.4.4B

4c Use context to confirm or self-correct word recognition. LC.RF.4.4C

Writing W

1a Produce an opinion piece which introduces the topic or text, states an opinion, and groups related ideas together. LC.W.4.1A

1b Provide reasons which include facts and details that support the stated opinion. LC.W.4.1B

1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). LC.W.4.1C

1d Provide a concluding statement or section related to the opinion presented. LC.W.4.1D

2a Produce an informative/explanatory permanent product which introduces a topic clearly and groups related information. LC.W.4.2A

2b Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. LC.W.4.2B

2c Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic. LC.W.4.2C

2d Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). LC.W.4.2D

2e Use precise language and domain-specific vocabulary to inform about or explain the topic. LC.W.4.2E

2f Provide a concluding statement or section related to the information presented. LC.W.4.2F

3a Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters. LC.W.4.3A

3b Sequence events that unfold naturally. LC.W.4.3B

3c When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations. LC.W.4.3C

3d Use a variety of transitional words and phrases to manage the sequence of events. LC.W.4.3D

3e Use concrete words and phrases and sensory details to convey experiences and events. LC.W.4.3E

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	3f	Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events. LC.W.4.3F
	4a	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader). LC.W.4.4A
	5a	With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). LC.W.4.5A
	5b	With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail). LC.W.4.5B
	5c	With guidance and support from peers and adults, edit permanent products for clarity and meaning. LC.W.4.5C
	6	With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products). LC.W.4.6
	7	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). LC.W.4.7
	8a	Recall relevant information from experiences to use in creating permanent products. LC.W.4.8A
	8b	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics). LC.W.4.8B
	8c	Identify key details from an informational text. LC.W.4.8C
	8d	Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources into provided categories. LC.W.4.8e Provide a list of sources that contributed to the creation of a permanent product. LC.W.4.8D
	9	Provide evidence from texts when producing permanent products. LC.W.4.9
Speaking & Listening SL	1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. LC.SL.4.1A
	1b	Ask questions to check understanding of information presented in collaborative discussions. LC.SL.4.1B
		Make appropriate comments that contribute to a collaborative discussion. LC.SL.4.1C

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	1d Review the key ideas expressed within a collaborative discussion. LC.SL.4.1D
	2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.SL.4.2
	3 Identify the reasons and evidence a speaker provides to support particular points. LC.SL.4.3
	4a Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details. LC.SL.4.4A
	5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. LC.SL.4.5
Language L	**1a** Use relative pronouns and relative adverbs when communicating. LC.L.4.1A
	1b Use prepositional phrases when communicating. LC.L.4.1B
	1c Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. LC.L.4.1C
	2a Use correct capitalization when communicating. LC.L.4.2A
	2b Use commas and quotation marks when communicating. LC.L.4.2B
	2c Spell grade-appropriate words correctly in writing, consulting references as needed. LC.L.4.2C
	3 Choose words and phrases for appropriate effect (e.g., to inform) when communicating. LC.L.4.3
	4a Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning. LC.L.4.4A
	4b Use common grade-appropriate roots and affixes as clues to the meaning of a word. LC.L.4.4B
	4c Use a glossary, dictionary, or thesaurus to determine the meaning of a word. LC.L.4.4C
	5a Identify simple similes in context. LC.L.4.5A
	5b Identify simple metaphors in context. LC.L.4.5B
	5c Relate words to their opposites (antonyms). LC.L.4.5C
	5d Relate words to words with similar but not identical meanings (synonyms). LC.L.4.5D
	Identify the meaning of common idioms. LC.L.4.5E

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6a **Use grade-appropriate general academic and domain-specific words and phrases accurately when communicating.** LC.L.4.6A