Maine English Language Arts and Literacy Standards

Grade 4

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

- **a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).** L.1.4.A
- **b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.** L.1.4.B
- **c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.** L.1.4.C
- **d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).** L.1.4.D
- **e. Form and use prepositional phrases.** L.1.4.E
- **f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.** L.1.4.F
- **g. Correctly use frequently confused words (e.g., to, too, two; there, their).** L.1.4.G

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

- **a. Use correct capitalization.** L.2.4.A
- **b. Use commas and quotation marks to mark direct speech and quotations from a text.** L.2.4.B
- **c. Use a comma before a coordinating conjunction in a compound sentence.** L.2.4.C
- **d. Spell grade-appropriate words correctly, consulting references as needed.** L.2.4.D

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.3

L.3.4 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.4

- a. Choose words and phrases to convey ideas precisely. L.3.4.A
- b. Choose punctuation for effect. L.3.4.B
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L.3.4.C

Us an Skip to main content **word parts, and consult**

.4 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. L.4.4

general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. L.4	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.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). L.4.4.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. L.4.4.C
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.5	**L.5.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** L.5.4 a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L.5.4.A b. Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.4.B c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.5.4.C
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6	**L.6.4 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).** L.6.4
Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. SL.1	**SL.1.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.** SL.1.4 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. SL.1.4.A b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.1.4.B

Skip to main content

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. SL.1.4.C

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.1.4.D

Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2

a. Paraphrase portions of a text read aloud or information presented in diverse media and formats. SL.2.4.A

b. Identify the reasons and evidence a speaker provides to support particular points. SL.2.4.B

Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.3

a. 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. SL.3.4.A

b. Add audio/video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.3.4.B

Adapt speech to a variety of contexts, audiences, and communicative tasks. SL.4

SL.4.4 Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion). SL.4.4

Demonstrate understanding of the organization and basic features of print. R.1

R.1.4 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency. R.1.4

Demonstrate understanding of words, syllables, and sounds (phonemes). R.2

R.2.4 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency. R.2.4

Know and apply grade-level phonics and word an[illegible] de

Skip to main content

R.3.4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. R.3.4

Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. R.4	**R.4.4** Refer to details and examples in a text when explaining what the text says explicitly and when making inferences. R.4.4
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. R.5	**a.** Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported. R.5.4.A **b.** Summarize texts, including how the key details support the central idea. R.5.4.B
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.6	**a.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text. R.6.4.A **b.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, explicitly referring to specific information from the text. R.6.4.B
Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.7	**a.** Determine the meaning of words and phrases including figurative language as they are used in a text. R.7.4.A **b.** Draw on a variety of strategies to determine meaning of domain-specific words and phrases. R.7.4.B
Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.8	**a.** Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole. R.8.4.A **b.** Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure. R.8.4.B
Assess how perspective or purpose shapes the co te	**a.** Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations. R.9.4.A

Skip to main content

	b. Compare and contrast primary and secondary sources of the same event or topic; describe the differences in perspective based on information in the texts. R.9.4.B
Evaluate the argument and specific claims in various texts. R.10	**R.10.4** Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s). R.10.4
Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). R.11	**a.** Compare and contrast between texts and other multimedia versions and how it influences the meaning and author's intent. R.11.4.A
	b. Compare and contrast similar themes, topics, and patterns of events in texts. R.11.4.B
	c. Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic. R.11.4.C
Read with sufficient accuracy and fluency to support comprehension R.12	**a.** Read with sufficient accuracy and fluency to support comprehension. R.12.4.A
	b. Read various on-level text with purpose and understand. R.12.4.B
	c. Read various on-level text with accuracy, appropriate rate, and expression on successive readings. R.12.4.C
	d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. R.12.4.D
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. W.1	**a.** Investigate questions by participating in research that builds varied knowledge about a topic. W.1.4.A
	b. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. W.1.4.B
	c. Take notes on sources and sort information into provided categories. W.1.4.C
	d. Provide a list of sources. W.1.4.D
Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of tec	**a.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.2.4.A
	b. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others. W.2.4.B
	c. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length. W.2.4.C

Skip to main content

Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose W.3

a. **Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.** W.3.4.A

b. **Develop the topic with relevant supporting details.** W.3.4.B

c. **Use developmentally appropriate linking words and phrases with increasing complexity.** W.3.4.C

d. **Use precise vocabulary/word choice.** W.3.4.D

e. **Provide a sense of closure that is related to the ideas presented.** W.3.4.E