Minnesota English Language Arts

Grade 4

Adopted 2020

Grade 4

Reading

1. Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. R1.4.1
    1. Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns and word origin (Anglo-Saxon) to decode and comprehend unfamiliar multi-syllabic words in and out of context. R1.4.1.1.1
    2. Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension. R1.4.1.1.2

1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.4.1
    1. Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support. R2.4.1.2.1
    2. At grade 4 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.4.1.2.2
    3. Locate, select and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections. R2.4.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.4.1
    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. R3.4.1.3.1

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1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.4.1

    1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. R4.4.1.4.1
    2. Determine a theme or central idea of a story, drama or poem from details in the text. R4.4.1.4.2
    3. Describe a literary element in detail, drawing on specific details from literary text. R4.4.1.4.3
    4. Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text. R4.4.1.4.4

1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.4.1

    1. Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view). R5.4.1.5.1
    2. Describe the informational text structure (including, but not limited to, sequence and chronology) of events, ideas, concepts or information in a text or part of a text. R5.4.1.5.2
    3. Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts. R5.4.1.5.3

1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.4.1

    1. Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters. R6.4.1.6.1
    2. Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose. R6.4.1.6.2
    3. Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy). R6.4.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.4.1

    1. Explain how an author uses reasoning and evidence to support an argument. R7.4.1.7.1

    8. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.1.8

    1. Distinguish literal from figurative language in stories, poems or songs. R8.4.1.8.1
    2. Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary. R8.4.1.8.2

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1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.4.1
    1. Collect information from a variety of sources in different formats on a topic of personal interest or academic focus. R9.4.1.9.1
    2. Question and assess validity and credibility of information related to task and purpose (e.g., CRAAP test). R9.4.1.9.2

Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.4.2
    1. Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization and grammar authentically in writing. W1.4.2.1.1
    2. Apply spelling patterns and rules to spell words with Anglo-Saxon word origin authentically in writing. W1.4.2.1.2
    3. Demonstrate subject-verb and pronoun-antecedent agreement in simple, compound, and complex sentences authentically in writing. W1.4.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.4.2
    1. Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks). W2.4.2.2.1
    2. Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text. W2.4.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.4.2
    1. Plan and draft multiple pieces of writing; self-select which of them to revise, edit and publish. W3.4.2.3.1
    2. Use words, phrases and punctuation to convey ideas precisely in formal and informal writing contexts. W3.4.2.3.2
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.4.2
    1. Write to argue, including an introduction and conclusion, building on skills from previous years. W4.4.2.4.1
    2. Write to persuade, including an introduction and conclusion, building on skills from previous years. W4.4.2.4.2

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2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.4.2
    1. Write to inform or explain, organizing and presenting ideas clearly, using precise, domain-specific vocabulary and a variety of text structures, and including an introduction and conclusion, building on skills from previous years. W5.4.2.5.1
    2. Write to respond to the conclusion of a literary text. W5.4.2.5.2
2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.4.2
    1. Write to create, developing literary elements including character, setting, conflict and resolution with detail in a variety of literary forms (e.g., poetry, stories, plays). W6.4.2.6.1
    2. Describe sensory detail in written narratives, poetry or other creative text. W6.4.2.6.2
2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.4.2
    1. Ask relevant questions to guide inquiry. W7.4.2.7.1
    2. Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility and relevance of information, avoiding plagiarism, and share findings in writing. W7.4.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.4.2
    1. Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism. 4.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

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43. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.43

    1. Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. LSVEI1.4.3.1.1

        a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. LSVEI1.4.3.1.1.A

        b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. LSVEI1.4.3.1.1.B

        c. Express one's own ideas, stories and experiences, linking to comments of others. LSVEI1.4.3.1.1.C

        d. Negotiate and compromise to support productive exchange of ideas. LSVEI1.4.3.1.1.D

        e. Identify and work toward a shared goal. LSVEI1.4.3.1.1.E

    2. Ask and answer questions to clarify or follow up on viewpoints of others in a discussion. LSVEI1.4.3.1.2

    3. Receive and act on feedback from others, self- reflect, and provide constructive feedback on peers' work in various ways (e.g., written, oral, non-verbal). LSVEI1.4.3.1.3

43. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.43

    1. Use vocabulary, language, structure and features of spoken language to convey ideas precisely in communicating with others in social and academic situations. LSVEI2.4.3.2.1

43. Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.43

    1. Create written, oral and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles. LSVEI3.4.3.3.1

    2. Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint. LSVEI3.4.3.3.2