Missouri English Language Arts

Grade 4

Adopted 2016

Reading R

1. **Develop and apply skills to the reading process.** R.1
   - A. Comprehension R.1.A
     - A. Develop and demonstrate reading skills in response to text by: 4.R.1.A
       - a. Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text. 4.R.1.A.A
       - b. Drawing conclusions by providing textual evidence of what the text says explicitly. 4.R.1.A.B
       - c. Monitoring comprehension and making corrections and adjustments when understanding breaks down. 4.R.1.A.C
   - B. Vocabulary R.1.B
     - B. Develop an understanding of vocabulary by: 4.R.1.B
       - a. Determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots, prefixes, and suffixes. 4.R.1.B.A
       - b. Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words. 4.R.1.B.B
       - c. Completing analogies. 4.R.1.B.C
       - d. Identifying the meaning of common idioms and figurative language. 4.R.1.B.D
       - e. Using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words. 4.R.1.B.E
       - f. Using conversational, general academic, and domain specific words and phrases. 4.R.1.B.F
   - C. Making Connections R.1.C
     - C. Explain relevant connections between: 4.R.1.C
       - a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast). 4.R.1.C.A
       - b. Text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame). 4.R.1.C.B

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D. Independent Text R.1.D

D. Read independently for multiple purposes over sustained periods of time by: 4.R.1.D

a. Reading text that is developmentally appropriate. 4.R.1.D.A

b. Producing evidence of reading. 4.R.1.D.B

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2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. R.2

A. Fiction R.2.A

A. Read, infer, analyze, and draw conclusions to: 4.R.2.A

a. Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme. 4.R.2.A.A

b. Describe the personality traits of characters from the thoughts, words, and actions. 4.R.2.A.B

c. Describe the interaction of characters including their relationships and how they change. 4.R.2.A.C

d. Compare and contrast the adventures or exploits of characters and their roles. 4.R.2.A.D

e. Compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person. 4.R.2.A.E

B. Poetry R.2.B

B. Read, infer and draw conclusions to: 4.R.2.B

a. Explain structural elements of poetry. 4.R.2.B.A

C. Drama R.2.C

C. Read, infer and draw conclusions to: 4.R.2.C

a. Analyze how characters change from the beginning to the end of a play or film. 4.R.2.C.A

b. Explain structural elements of dramatic literature. 4.R.2.C.B

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3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. R.3

A. Text Features R.3.A

A. Read, infer and draw conclusions to: 4.R.3.A

a. Use multiple text features to locate information and gain an overview of the contents of text. 4.R.3.A.A

b. Describe the sequence of events, ideas, concepts or steps needed to carry out a procedure. 4.R.3.A.B

c. Interpret and explain factual information presented graphically. 4.R.3.A.C

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B. Literary Techniques R.3.B

B. Read, infer and draw conclusions to: 4.R.3.B

a. Explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography. 4.R.3.B.A

b. Analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis. 4.R.3.B.B

c. Explain how an author uses language to present information to influence what the reader thinks or does. 4.R.3.B.C

C. Text Structures R.3.C

C. Read, infer and draw conclusions to: 4.R.3.C

a. Distinguish fact from opinion in a text and explain how to verify what is a fact. 4.R.3.C.A

b. Explain explicit and implicit relationships among ideas in texts. 4.R.3.C.B

c. Explain author's purpose. 4.R.3.C.C

d. Compare and contrast a firsthand and secondhand account of the same event or topic. 4.R.3.C.D

4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. R.4

A. Digital and Media Literacy R.4.A

A. Read to develop an understanding of media and its components by: 4.R.4.A

a. Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior. 4.R.4.A.A

b. Explaining how various design techniques used in media influence the message. 4.R.4.A.B

c. Comparing various written conventions used for digital media. 4.R.4.A.C

d. Explaining text structures and graphics features of a web page and how they help readers to comprehend text. 4.R.4.A.D

Reading Foundations RF

1. Understand how English is written and read. RF.1

A. Print Awareness RF.1.A

A. No expectations for grade 4. 4.RF.1.A

2. Understand how English is written and read. RF.2

A. Phonemic Awareness RF.2.A

A. No expectations for grade 4. 4.RF.2.A

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Understand how English is written and read. RF.3

A. Phonics RF.3.A

A. Develop phonics in the reading process by: 4.RF.3.A

a. Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context. 4.RF.3.A.A

b. Reading root words, prefixes, and suffixes and important words from specific content curricula. 4.RF.3.A.B

4. Understand how English is written and read. RF.4

A. Fluency RF.4.A

A. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. 4.RF.4.A

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

Writing W

1. Apply writing process to develop a text for audience and purpose. W.1

A. Prewriting W.1.A

A. Follow a writing process to plan a first draft by: 4.W.1.A

a. Selecting a genre appropriate for conveying the purpose to an intended audience. 4.W.1.A.A

b. Formulating questions related to the topic. 4.W.1.A.B

c. Accessing prior knowledge or building background knowledge related to the topic. 4.W.1.A.C

d. Using a prewriting strategy. 4.W.1.A.D

B. Draft W.1.B

B. Appropriate to genre type, develop a draft from prewriting by: 4.W.1.B

a. Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound. 4.W.1.B.A

b. Establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph. 4.W.1.B.B

c. Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs. 4.W.1.B.C

d. Addressing an appropriate audience. 4.W.1.B.D

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C. Revise/Edit W.1.C

C. Reread, revise and edit drafts with assistance to: 4.W.1.C

a. Develop and strengthen writing by revising main idea sequence (ideas) focus beginning/middle/end details/facts (from multiple sources, when appropriate) word choice (related to the topic) sentence structure transitions audience/purpose voice. 4.W.1.C.A

b. Edit for language conventions. 4.W.1.C.B

D. Produce/Publish and Share Writing W.1.D

D. With assistance from adults/peers: 4.W.1.D

a. Use technology, including the Internet, to produce and publish writing. 4.W.1.D.A

b. Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting. 4.W.1.D.B

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2. **Compose well-developed writing texts for audience and purpose.** W.2

A. Opinion/Argumentative W.2.A

A. Write opinion texts that: 4.W.2.A

a. Introduce a topic or text being studied using an introductory paragraph. 4.W.2.A.A

b. State an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details. 4.W.2.A.B

c. Use specific and accurate words that are related to the topic, audience and purpose. 4.W.2.A.C

d. Contain information using student's original language, except when using direct quotation from a source. 4.W.2.A.D

e. Reference the name of the author(s) or name of the source used for details or facts included in the text. 4.W.2.A.E

f. Use transitions to connect opinion and reason. 4.W.2.A.F

g. Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. 4.W.2.A.G

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B. Informative/Explanatory W.2.B

B. Write informative/explanatory texts that: 4.W.2.B

a. Introduce a topic using a topic sentence in an introductory paragraph. 4.W.2.B.A

b. Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. 4.W.2.B.B

c. Use specific, relevant and accurate words that are suited to the topic, audience, and purpose. 4.W.2.B.C

d. Contain information using student's original language, except when using direct quotations from a source. 4.W.2.B.D

e. Use transitions to connect categories of information. 4.W.2.B.E

f. Use text structures when useful. 4.W.2.B.F

g. Create a concluding paragraph related to the information. 4.W.2.B.G

C. Narrative/Literary W.2.C

C. Write fiction or non-fiction narratives and poems that: 4.W.2.C

a. Establish a setting, situation/topic and introduce a narrator and/or characters. 4.W.2.C.A

b. Use narrative techniques, such as dialogue, motivation and descriptions. 4.W.2.C.B

c. Organize an event sequence that unfolds naturally to establish a beginning/middle/end. 4.W.2.C.C

d. Use a variety of transitions to manage the sequence of events. 4.W.2.C.D

e. Use specific, relevant and accurate words that are suited to the topic, audience, and purpose. 4.W.2.C.E

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3. **Gather, analyze, evaluate and use information from a variety of sources.** W.3

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A. Research Process W.3.A

A. Apply research process to: 4.W.3.A

a. Generate a list of subject appropriate topics. 4.W.3.A.A

b. Create a research question to address relevant to a chosen topic. 4.W.3.A.B

c. Identify a variety of relevant sources, literary and informational. 4.W.3.A.C

d. Use organizational features of print and digital sources efficiently to locate information. 4.W.3.A.D

e. Convert graphic/visual data into written notes. 4.W.3.A.E

f. Determine the accuracy of the information gathered. 4.W.3.A.F

g. Differentiate between paraphrasing and plagiarism when using ideas of others. 4.W.3.A.G

h. Record bibliographic information from sources according to a standard format. 4.W.3.A.H

i. Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria. 4.W.3.A.I

Language L

1. Communicate using conventions of English language. L.1

A. Grammar L.1.A

A. In speech and written form, apply standard English grammar to: 4.L.1.A

a. Use the "be" helping verbs with "ing" verbs. 4.L.1.A.A

b. Use and order adjectives within sentences to conventional patterns. 4.L.1.A.B

c. Use progressive verbs to show past, present, and future. 4.L.1.A.C

d. Use adverbs in writing. 4.L.1.A.D

e. Use subject/verb agreement with 1st, 2nd, and 3rd person pronouns. 4.L.1.A.E

f. Use prepositions. 4.L.1.A.F

g. Recognize the difference between and use coordinating conjunctions and subordinating conjunctions. 4.L.1.A.G

h. Produce and expand the complete, simple and compound four types of sentences. 4.L.1.A.H

i. Correct sentence fragments and run-on sentences in writing. 4.L.1.A.I

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B. Punctuation, Capitalization, Spelling L.1.B

B. In written text: 4.L.1.B

a. Write legibly. 4.L.1.B.A

b. Punctuate a dialogue between two or more characters. 4.L.1.B.B

c. Insert a comma before a coordinating conjunction in a compound sentence. 4.L.1.B.C

d. Capitalize proper adjectives. 4.L.1.B.D

e. Use correct capitalization. 4.L.1.B.E

f. Spell words with suffixes by dropping or leaving the final 'e'. 4.L.1.B.F

g. Spell words ending ln the long 'e' sound. 4.L.1.B.G

h. Alphabetize reference sources. 4.L.1.B.H

i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context. 4.L.1.B.I

Speaking/Listening SL

1. **Listen for a purpose.** SL.1

A. Purpose SL.1.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 4.SL.1.A

a. Following, generating, and justifying classroom listening rules. 4.SL.1.A.A

b. 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. 4.SL.1.A.B

c. Following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations. 4.SL.1.A.C

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2. **Listen for entertainment.** SL.2

A. Entertainment SL.2.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 4.SL.2.A

a. Generating and following active listening rules, according to classroom expectations. 4.SL.2.A.A

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3. **Speak effectively in collaborative discussions.** SL.3

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A. Collaborative Discussions SL.3.A

A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by: 4.SL.3.A

a. Contributing to discussion after listening to others' ideas, according to classroom expectations. 4.SL.3.A.A

b. Expressing opinions of read-alouds and independent reading and relating opinion to others. 4.SL.3.A.B

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4. Speak effectively when presenting. SL.4

A. Presenting SL.4.A

A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: 4.SL.4.A

a. Paraphrasing portions of a text read aloud or information presented in diverse media and formats. 4.SL.4.A.A

b. Using efficient presentation skills with available resources. 4.SL.4.A.B

c. Incorporating descriptive and sequential details in a student designed or teacher assigned topic. 4.SL.4.A.C

d. Giving a formal presentation to classmates, using a variety of media. 4.SL.4.A.D

e. Speaking with expression and fluency. 4.SL.4.A.E

f. Adjusting formal/informal language according to context and topic. 4.SL.4.A.F