New York English Language Arts - Next Generation

Grade 4

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

4R1. Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 4R1

4R2. Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. 4R2

4R3. In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. 4R3

Craft and Structure

4R4. Determine the meaning of words, phrases, figurative language, academic, and content-specific words. 4R4

4R5. In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. 4R5

4R6. In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic. 4R6

Integration of Knowledge and Ideas

4R7. Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of the text. 4R7

4R8. Explain how claims in a text are supported by relevant reasons and evidence. 4R8

4R9. Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. 4R9

Foundational Skills

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Print Concepts

4RF1. There is not a grade 4 standard for this concept. Please see preceding grades for more information. 4RF1

Phonological Awareness

4RF2. There is not a grade 4 standard for this concept. Please see preceding grades for more information. 4RF2

Phonics and Word Recognition

4RF3. Know and apply grade-level phonics and word analysis skills in decoding words. 4RF3

a. 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. 4RF3.A

Fluency

4RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension. 4RF4

a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 4RF4.A

b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 4RF4.B

Writing Standards

Text Types and Purposes

4W1. Write an argument to support claim(s), using clear reasons and relevant evidence. 4W1

a. Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. 4W1.A

b. Use precise language and content-specific vocabulary. 4W1.B

c. Use transitional words and phrases to connect ideas within categories of information. 4W1.C

d. Provide a concluding statement or section related to the argument presented. 4W1.D

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4W2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 4W2

a. Introduce a topic clearly and organize related information in paragraphs and sections. 4W2.A

b. Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. 4W2.B

c. Use precise language and content-specific vocabulary. 4W2.C

d. Use transitional words and phrases to connect ideas within categories of information. 4W2.D

e. Provide a concluding statement or section related to the information or explanation presented. 4W2.E

4W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 4W3

a. Establish a situation and introduce a narrator and/or characters. 4W3.A

b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. 4W3.B

c. Use transitional words and phrases to manage the sequence of events. 4W3.C

d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 4W3.D

e. Provide a conclusion that follows from the narrated experiences or events. 4W3.E

4W4. Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. 4W4

4W5. Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards. 4W5

Research to Build and Present Knowledge

4W6. Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic. 4W6

4W7. Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. 4W7

Speaking and Listening **Comprehension and Collaboration**

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4SL1. Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. 4SL1

a. Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. 4SL1.A

b. Follow agreed-upon norms for discussions and carry out assigned roles. 4SL1.B

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. 4SL1.C

d. Review the relevant ideas expressed and explain their own ideas and understanding of the discussion. 4SL1.D

4SL2. Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral). 4SL2

4SL3. Identify and evaluate the reasons and evidence a speaker provides to support particular points. 4SL3

Presentation of Knowledge and Ideas

4SL4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience. 4SL4

4SL5. Include digital media and/or visual displays in presentations to emphasize central ideas or themes. 4SL5

4SL6. Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation. 4SL6

Language Standards

Knowledge of Language

4L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 4L3

a. Choose words and phrases to convey ideas precisely. 4L3.A

b. Choose punctuation for effect. 4L3.B

c. Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 4L3.C

Vocabulary Acquisition and Use

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4L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 4L4

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4L4.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). 4L4.B

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4L4.C

4L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4L5

a. Explain the meaning of simple similes and metaphors in context. 4L5.A

b. Recognize and explain the meaning of common idioms, adages, and proverbs. 4L5.B

c. Demonstrate understanding of words by relating them to their antonyms and synonyms. 4L5.C

4L6. Acquire and accurately use general academic and content-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). 4L6

Conventions of Academic English/Language for Learning

Core Conventions

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1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. L.1
    16. Produce simple, compound, and complex sentences. L.1.16
    17. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. L.1.17
    18. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.1.18
    19. Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. L.1.19
    20. Form and use regular and irregular plural nouns. L.1.20
    21. Use abstract nouns. L.1.21
    22. Form and use regular and irregular verbs. L.1.22
    23. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). L.1.23
    24. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). L.1.24
    25. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). L.1.25
    26. Use verb tense to convey various times, sequences, states, and conditions. L.1.26
    27. Recognize and correct inappropriate shifts in verb tense. L.1.27
    28. Ensure subject-verb and pronoun-antecedent agreement. L.1.28
    29. Use coordinating and subordinating conjunctions. L.1.29
    30. Use and identify prepositional phrases. L.1.30
    31. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.1.31
    32. Correctly use frequently confused words (e.g., to, too, two; there, their). L.1.32

Core Punctuation and Spelling

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

    9. Capitalize appropriate words in titles. L.2.9

    10. Use correct capitalization. L.2.10

    11. Use commas in addresses. L.2.11

    12. Use commas and quotation marks in dialogue. L.2.12

        a. Use commas and quotation marks to mark direct speech and quotations from a text. L.2.12.A

    13. Use a comma before a coordinating conjunction in a compound sentence. L.2.13

    14. Use a comma to separate an introductory element from the rest of the sentence. L.2.14

    15. Use punctuation to separate items in a series. L.2.15

    16. Form and use possessives. L.2.16

    17. Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). L.2.17

    18. Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.2.18

    a. Spell grade-appropriate words correctly, consulting references as needed. L.2.18.A

    19. Use quotation marks or italics to indicate titles of works. L.2.19