North Carolina English Language Arts

Grade 4

Adopted 2018

Reading Literature

1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RL.1
    1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.1
2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
    2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.2
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.3
    3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. RL.4.3
4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RL.4
    4. Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. RL.4.4
5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.5
    5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. RL.4.5
6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RL.6
    6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.6
7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RL.7

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7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.7

8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RL.8

   K-12 not applicable to literature.

9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RL.9

   9. Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. RL.4.9

10. **Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** RL.10

    10. By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RL.4.10

Reading Informational Text

1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RI.1

   1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.1

2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

   2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.3

   3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.3

4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RI.4

   4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.4

5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RI.5

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5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.5

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RI.6

   6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

   7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RI.4.7

8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RI.8

   8. Explain how an author uses reasons and evidence to support particular points in a text. RI.4.8

9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.9

   9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.9

10. **Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** RI.10

    10. By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RI.4.10

Reading Foundational Skills

Handwriting

2. Create readable documents through legible handwriting (cursive). RF.4.2

Phonics and Word Recognition

4. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4

   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. RF.4.4.A

Fluency

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5. Read with sufficient accuracy and fluency to support comprehension. RF.4.5
    a. Read on-level text with purpose and understanding. RF.4.5.A
    b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.5.B
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.5.C

Writing

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1
    1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1
        a. Organize information and ideas around a topic to plan and prepare to write. W.4.1.A
        b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B
        c. Provide reasons that are supported by facts and details. W.4.1.C
        d. Link opinion and reasons using words and phrases. W.4.1.D
        e. Provide a concluding statement or section related to the opinion presented. W.4.1.E
        f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. W.4.1.F

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2. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W.2

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2

    a. Organize information and ideas around a topic to plan and prepare to write. W.4.2.A

    b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. W.4.2.B

    c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2.C

    d. Link ideas within categories of information using words and phrases. W.4.2.D

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

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

    g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. W.4.2.G

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3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** W.3

    3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.3

    a. Organize information and ideas around a topic to plan and prepare to write. W.4.3.A

    b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3.B

    c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3.C

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

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

    f. Provide a conclusion that follows from the narrated experiences or events. W.4.3.F

    g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. W.4.3.G

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4. **Use digital tools and resources to produce and publish writing and to interact and collaborate with others.** W.4

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4. With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. W.4.4

5. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.5

   5. Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.5

6. **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** W.6

   6. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.6

Speaking and Listening

1. **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL.1

   1. 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.4.1

      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.4.1.A

      b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.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. SL.4.1.C

      d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.1.D

2. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.2

   2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.2

3. **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.3

   3. Identify the reasons and evidence a speaker provides to support particular points. SL.4.3

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4. **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are**

appropriate to task, purpose, and audience. SL.4

4. 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; adjust speech as appropriate to formal and informal discourse. SL.4.4

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.5

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.5

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. L.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. L.4.1

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. L.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum L.4.2

3. 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

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3

   a. Choose words and phrases to convey ideas precisely. L.4.3.A

   b. Choose punctuation for effect. L.4.3.B

   c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. L.4.3.C

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. L.4

4. Determine and/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: context clues, word parts, word relationships, and reference materials. L.4.4

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5. **Demonstrate understanding of figurative language and nuances in word meanings.** L.5

    5. Demonstrate understanding of figurative language and nuances in word meanings. L.4.5

        a. Explain the meaning of simple similes and metaphors in context. L.4.5.A

        b. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.B

        c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.4.5.C

6. **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.** L.6

    6. 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 and that are basic to a particular topic. L.4.6