North Dakota English Language Arts

Grade 4

Adopted 2023

Fourth Grade

Foundations Of Literacy

Phonics and Word Study

8. Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context: 4.F.8
   a. multisyllabic word construction and division that includes:
open syllables
closed syllables
complex closed syllables
long vowel: VCe
vowel-r syllables
vowel team syllables consonant -le syllables
syllable division principles (VC/CV, V/CV, etc.) 4.F.8.A
   b. inflectional endings 4.F.8.B
   c. Latin and Greek roots 4.F.8.C
9. Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context: 4.F.9
   a. multisyllabic word construction and division that includes:
open syllables
closed syllables
complex closed syllables
long vowel: VCe
vowel-r syllables
vowel team syllables consonant -le syllables
syllable division principles (VC/CV, V/CV, etc.) 4.F.9.A
   b. common Latin roots 4.F.9.B
   c. inflectional and derivational endings 4.F.9.C
   d. schwa 4.F.9.D
10. Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs). 4.F.10
11. Accurately interpret general academic and domain-specific words and phrases. 4.F.11

Fluency

12. Read accurately and automatically a variety of fourth-grade texts using expression, phrasing, purpose, and understanding. 4.F.12

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Foundations of Writing

13. Mastered in second grade. 4.F.13
14. Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization). 4.F.14

Communication

Presentational Communication

1. Organize and present information as an individual and group for a formal and informal audience. 4.C.1
2. Present ideas using proper eye contact, body language, and volume in formal and informal situations. 4.C.2
3. Covered at the K-2 level. 4.C.3
4. Use grade-appropriate conversational, general academic, and domain-specific words and phrases. 4.C.4

Collaboration

5. Begins in sixth grade. 4.C.5
6. Engage in a range of discussions by using active listening skills, posing, and responding to specific questions. 4.C.6
7. Engage collaboratively to accomplish a common goal or purpose. 4.C.7

Reading

Comprehension

1. Comprehend information during and after listening to a grade-level text. 4.R.1
2. Make inferences while reading a variety of genres, literary, and informational texts; providing text evidence. 4.R.2

A. Summarize an informational text or passage, stating the main idea(s) and providing supporting details. 4.R.3.A

B. Summarize the story by including major story elements after reading a literary text or passage. 4.R.3.B

4. Identify a theme based on textual evidence. 4.R.4
5. Determine the meaning of unknown and multiple-meaning words and phrases within a text. 4.R.5

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Text Analysis

6. Determine the structure of an informational text: 4.R.6
    a. compare/contrast 4.R.6.A
    b. cause/effect 4.R.6.B
    c. problem/solution 4.R.6.C
    d. description 4.R.6.D
    e. sequential 4.R.6.E
7. Identify and use literary devices: 4.R.7
    a. metaphor 4.R.7.A
    b. idiom 4.R.7.B
    c. personification 4.R.7.C
    d. hyperbole 4.R.7.D
    e. simile 4.R.7.E
    f. alliteration 4.R.7.F
    g. onomatopoeia 4.R.7.G
8. Analyze a variety of fiction and poetry texts. 4.R.8
    a. Describe characters' feelings, traits, motivations, actions, and points of view after reading a literary story. 4.R.8.A
    b. Compare and contrast similar themes, topics, and patterns of events in fiction stories and poetry (e.g., myths or traditional literature from different cultures). 4.R.8.B
9. Integrate information from two texts on the same topic. 4.R.9

Writing

Text Types and Structure

1. Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience. 4.W.1
2. Write using an organizational structure incorporating an introductory paragraph, a body, and a concluding section appropriate to the task. 4.W.2
3. Write organized informative pieces that include factual details on the topic. 4.W.3
4. Write organized argumentative pieces on a topic using evidence to support the claim. 4.W.4
5. Use narrative techniques (e.g., dialogue, description) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. 4.W.5

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Writing Process and Craft

6. Develop and strengthen writing utilizing the five steps appropriate to the task. 4.W.6
    a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback). 4.W.6.A
    b. Drafting: Develop writing from the planning process. 4.W.6.B
    c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, and elaborating or combining sentences. 4.W.6.C
    d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. 4.W.6.D
    e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. 4.W.6.E
7. Write with intentional word choice that integrates emotion or figurative language to develop visual imagery for the reader. 4.W.7

Language Usage

1. Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. 4.L.1
    a. Capitalize proper nouns, proper adjectives, and the first letter of a quotation. 4.L.1.A
    b. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. 4.L.1.B
    c. Use commas to separate individual words in a series and to indicate dialogue. 4.L.1.C
    d. Use quotation marks to indicate dialogue. 4.L.1.D
2. Recognize and use parts of speech in sentences: 4.L.2
    a. irregular possessive nouns (e.g., children's) 4.L.2.A
    b. irregular and past participle verbs and verb tense to identify settings, times, and sequences 4.L.2.B
    c. subject and verb agreement 4.L.2.C
    d. comparative and superlative adjectives 4.L.2.D
    e. prepositional phrases 4.L.2.E
    f. possessive pronouns, and the nouns they replace (i.e., antecedents) 4.L.2.F
    g. adverbs of frequency (e.g., always, often, never) 4.L.2.G

Inquiry And Research

1. Choose a topic of interest and develop several questions about it for research. 4.IR.1

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2. Locate relevant information on a topic from a provided credible source or database. 4.IR.2
3. Use organizational tools and a notetaking strategy to track relevant information from a provided credible source on a topic. 4.IR.3
4. Determine a fact or opinion based on information provided by the author. 4.IR.4
5. Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism. 4.IR.5