Ohio English Language Arts - Extended Learning Standards

Grade 4

Reading Standards for Literature

Key Ideas and Details

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

Complexity a

a Answer questions that require inferencing using details from the text. RL.4.1.A

Complexity b

b Identify details from a story when answering explicit questions about a text. RL.4.1.B

Complexity c

c Answer questions based on details in the text. RL.4.1.C

Learning Progression

a identify information from a text RL.4.1.LP.A

b identify a story element (i.e. character, setting, etc.) RL.4.1.LP.B

c participate in a discussion about a story RL.4.1.LP.C

d listen to or read a story RL.4.1.LP.D

e Actively engage with literary text RL.4.1.LP.E

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2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text. RL.4.2

Complexity a

a Retell a story including theme and key details. RL.4.2.A

Complexity b

b Order three or more main events in a story and identify the them. RL.4.2.B

Complexity c

c Identify text details from main events in a story. RL.4.2.C

Learning Progression

a match pictures to sequence the events in a text RL.4.2.LP.A

b discuss beginning, middle and end RL.4.2.LP.B

c identify pictures or objects representing details from the story RL.4.2.LP.C

d listen to or read a story RL.4.2.LP.D

e Actively engage with literary text. RL.4.2.LP.E

3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.3

Complexity a

a Describe a character, setting, or event in a text using at least one detail from the text. RL.4.3.A

Complexity b

b Identify a character, setting, or event in a text and provide at least one detail to support the identification. RL.4.3.B

Complexity c

c Identify a character, setting, or event in a text. RL.4.3.C

Learning Progression

a identify pictures or objects representing a character, setting or event from the story RL.4.3.LP.A

b listen to or read a story RL.4.3.LP.B

c Actively engage with literary text RL.4.3.LP.C

Craft and Structure

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4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.4

Complexity a

a Describe the meaning of words and phrases as they are used in a text. RL.4.4.A

Complexity b

b Identify the meaning of words and phrases based on how they are used in a text. RL.4.4.B

Complexity c

c Identify the meaning of words and phrases (e.g., match pictures and phrases). RL.4.4.C

Learning Progression

a identify pictures or objects representing words or phrases from the story RL.4.4.LP.A

b listen to or read a story RL.4.4.LP.B

c Actively engage with literary text RL.4.4.LP.C

5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.5

Complexity a

a Explain similarities or differences in the structure of stories and poems. RL.4.5.A

Complexity b

b Explain common elements of a genre (e.g., casts of characters, settings, dialogue, etc.). RL.4.5.B

Complexity c

c Identify common elements of a genre (e.g., stanzas or rhythm in a poem, plot elements in a story). RL.4.5.C

Learning Progression

a identify a text as a poem, drama, or prose RL.4.5.LP.A

b listen to or read poems, dramas, and prose read aloud RL.4.5.LP.B

c identify a poem RL.4.5.LP.C

d Engage with poetry RL.4.5.LP.D

e Actively engage with literary text RL.4.5.LP.E

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6 Explain the differences in the point(s) of view in a text and different perspectives of the characters. RL.4.6

Complexity a

a Identify the perspectives of different characters within a text. RL.4.6.A

Complexity b

b Identify the perspective of a character in the text. RL.4.6.B

Complexity c

c Identify the point of view in a story (e.g., first-person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”). RL.4.6.C

Learning Progression

a Identify that within a story it is generally told from one point of view, but there may be many perspectives provided by different characters RL.4.6.LP.A

b Define point of view as the type of narrator used to tell the story RL.4.6.LP.B

c identify the storyteller (narrator or character) RL.4.6.LP.C

d recognize that the “reader” of the story is not the same as the storyteller within the story RL.4.6.LP.D

e Define perspective as how a scene as viewed through the thoughts and feelings of a chosen character RL.4.6.LP.E

f Match objects or pictures representing the feelings of each of the characters RL.4.6.LP.F

g Identify all of the characters in a story RL.4.6.LP.G

h listen to or read a story RL.4.6.LP.H

i Actively engage with images or objects representing characters from a text RL.4.6.LP.I

j Note: In order to fully understand the point of view in a piece of literature, we need to explore the different perspectives from which a story may be told. RL.4.6.LP.J

Integration of Knowledge and Ideas

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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

Complexity a

a Make connections between the characters, setting, or events of two presentations of a story. RL.4.7.A

Complexity b

b Make connections between two presentations of a story. RL.4.7.B

Complexity c

c Identify a character, setting, or event that appears in two different presentations of a story. RL.4.7.C

Learning Progression

a Identify story elements RL.4.7.LP.A

b Identify similarities between the original text and an oral presentation or dramatization of the text. RL.4.7.LP.B

c Match pictures or objects to specific descriptions from a drama or oral presentation of a text RL.4.7.LP.C

d Match pictures or objects to specific descriptions from a text RL.4.7.LP.D

e Actively engage with images representing specific descriptions within a literary text RL.4.7.LP.E

8 (Not applicable to literature) RL.4.8

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9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. RL.4.9

Complexity a

a Make comparisons (explicit or inferential) between the themes or topics from two folktales, fairytales, and/or myths. RL.4.9.A

Complexity b

b Identify similarities or differences between topics or events in two folktales, fairytales, and/or myths. RL.4.9.B

Complexity c

c Identify similarities or differences between topics or events in two stories. RL.4.9.C

Learning Progression

a Identify the topic of a story RL.4.9.LP.A

b Identify similarities or differences between characters in a single story RL.4.9.LP.B

c Recognize similarities and differences in people, settings or events from everyday life RL.4.9.LP.C

d Identify difference as not alike or opposite RL.4.9.LP.D

e Identify similarities as matching likeness or same RL.4.9.LP.E

f Actively engage with literary text from different cultures RL.4.9.LP.F

Range of Reading and Level of Text Complexity

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10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RL.4.10

Complexity a

a Actively engage with grade level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-toself or text-to-text connections and comparisons. RL.4.10.A

Complexity b

b Actively engage with grade level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons. RL.4.10.B

Complexity c

c Actively engage with grade level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience. RL.4.10.C

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Learning Progression

a Decoding RL.4.10.LP.A

b Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. RL.4.10.LP.B

c Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. RL.4.10.LP.C

d Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. RL.4.10.LP.D

e Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. RL.4.10.LP.E

f Identify the trigraphs -shr and -thr as blended phonemes used in words. RL.4.10.LP.F

g Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. RL.4.10.LP.G

h Identify the graphemes -ge and -dge as graphemes used at the end of words. RL.4.10.LP.H

i Identify the graphemes -k and -ck as graphemes used at the end of words. RL.4.10.LP.I

j Identify words containing the phonemes /j/ and /g/ represented by grapheme g. RL.4.10.LP.J

k Identify words containing the phonemes /c/ and /s/ represented by grapheme c. RL.4.10.LP.K

l Read & Comprehend - grade level text RL.4.10.LP.L

m Answer wh- questions related to grade-level/age appropriate poems and stories. RL.4.10.LP.M

n Decode and read simple poems and stories. RL.4.10.LP.N

o Engage with text types including poetry and stories. RL.4.10.LP.O

p Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. RL.4.10.LP.P

q Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. RL.4.10.LP.Q

r With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RL.4.10.LP.R

s Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RL.4.10.LP.S

t Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RL.4.10.LP.T

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u With prompting and support decode and read CCVC words within a grade-level decodable text. RL.4.10.LP.U

v Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) RL.4.10.LP.V

w Decode words with digraphs. RL.4.10.LP.W

x Build words with digraphs. RL.4.10.LP.X

y Identify words with digraphs. RL.4.10.LP.Y

z Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RL.4.10.LP.Z

aa Decode words with consonant blends. RL.4.10.LP.AA

ab Build words with consonant blends. RL.4.10.LP.AB

ac Identify words with consonant blends. RL.4.10.LP.AC

ad Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends RL.4.10.LP.AD

ae With prompting and support decode and read CVC words within a grade level text. RL.4.10.LP.AE

af Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words) RL.4.10.LP.AF

ag With prompting and support decode and read CCVC words within a grade-level decodable text. RL.4.10.LP.AG

ah Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RL.4.10.LP.AH

ai Decode words with three-consonant blends. RL.4.10.LP.AI

aj Build words with three-consonant blends. RL.4.10.LP.AJ

ak Identify words with threeconsonant blends. RL.4.10.LP.AK

al Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RL.4.10.LP.AL

am Decode words with two-consonant blends. RL.4.10.LP.AM

an Build words with two-consonant blends. RL.4.10.LP.AN

ao Identify words with two-consonant blends. RL.4.10.LP.AO

ap Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RL.4.10.LP.AP

aq Decode words with digraphs. RL.4.10.LP.AQ

ar Build words with digraphs. RL.4.10.LP.AR

as Identify words with digraphs. RL.4.10.LP.AS

at Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RL.4.10.LP.AT

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au With prompting and support decode and read CVC words within a grade level text. RL.4.10.LP.AU

av Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RL.4.10.LP.AV

aw Identify words with common phonemic VC word patterns (word families) RL.4.10.LP.AW

ax Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RL.4.10.LP.AX

ay Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RL.4.10.LP.AY

az Name the 5 vowels RL.4.10.LP.AZ

ba Name 21 consonants RL.4.10.LP.BA

bb Phonological Awareness (detailed further in learning progression in Reading Foundations) RL.4.10.LP.BB

bc Articulate the 5 short vowel sounds RL.4.10.LP.BC

bd Break orally given word into phonemes RL.4.10.LP.BD

be Break an orally given word into onset/first sound and rime RL.4.10.LP.BE

bf Break an orally given word into syllables RL.4.10.LP.BF

bg Text Connections RL.4.10.LP.BG

bh Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection. RL.4.10.LP.BH

bi With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences. RL.4.10.LP.BI

bj While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded. RL.4.10.LP.BJ

bk Actively engage in group reading activities that activate text-to-text comparisons, and connections. RL.4.10.LP.BK

bl Actively engage in group reading activities that activate text-to-self connections. RL.4.10.LP.BL

bm Select texts related to prior experiences. RL.4.10.LP.BM

bn Communicate about prior experiences related to the text. RL.4.10.LP.BN

bo Actively engage in group reading activities that activate prior knowledge related to previous life experiences. RL.4.10.LP.BO

bp Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed. RL.4.10.LP.BP

bq Actively engage in grade-level/ age-appropriate literature materials. RL.4.10.LP.BQ

br Actively engage in group reading activities. RL.4.10.LP.BR

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Reading Standards for Informational Text

Key Ideas and Details

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

Complexity a

a Answer questions that may require inferences about events and information in a text. RI.4.1.A

Complexity b

b Identify details from a text when answering questions. RI.4.1.B

Complexity c

c Answer questions based on details from a text. RI.4.1.C

Learning Progression

a identify details from an informational text RI.4.1.LP.A

b participate in a discussion about the text RI.4.1.LP.B

c listen to or read informational text RI.4.1.LP.C

d Actively engage with informational text RI.4.1.LP.D

2 Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information. RI.4.2

Complexity a

a Identify the main idea of a text and summarize using key details. RI.4.2.A

Complexity b

b Given a main idea, state two details from a text. RI.4.2.B

Complexity c

c Identify the key details in a text. RI.4.2.C

Learning Progression

a participate in a discussion about the text RI.4.2.LP.A

b listen to or read informational text RI.4.2.LP.B

c Actively engage with informational text RI.4.2.LP.C

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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

Complexity a

a Explain one event, procedure, idea, or concept using details from the text. RI.4.3.A

Complexity b

b Sequence two events, ideas, or steps in text. RI.4.3.B

Complexity c

c Identify whether a specific event or step in a process occurred near the beginning or end. RI.4.3.C

Learning Progression

a Identify a set of steps or sequence of events in a text RI.4.3.LP.A

b Listen to or read informational text RI.4.3.LP.B

c Follow a sequence of given steps to complete a task RI.4.3.LP.C

d Identify events in daily life that require a sequence of steps RI.4.3.LP.D

e Order a sequence of steps/events from beginning to end RI.4.3.LP.E

f Identify one of the steps/events within a specific procedure (task analysis, scientific method, historical sequence) RI.4.3.LP.F

g Actively engage with informational text RI.4.3.LP.G

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

Complexity a

a Identify the meaning of a word based on how it is used in text relevant to a grade 4 topic or subject area. RI.4.4.A

Complexity b

b Identify the meanings of words based on how they are used in the text. RI.4.4.B

Complexity c

c Identify the meanings of grade level words. RI.4.4.C

Learning Progression

a Match pictures or objects representing the meaning of academic or domain-specific words used in a text RI.4.4.LP.A

b Identify academic or domain-specific words used in a text RI.4.4.LP.B

c Actively engage with objects or images representing academic and domain specific words from an informational text RI.4.4.LP.C

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5 Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.5

Complexity a

a Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. RI.4.5.A

Complexity b

b Identify the overall structure (e.g., chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in part of a text. RI.4.5.B

Complexity c

c Identify events, ideas, concepts, or information in a text or part of a text. RI.4.5.C

Learning Progression

a Identify ideas or information from an informational text RI.4.5.LP.A

b Identify events in an informational text RI.4.5.LP.B

c Communicate about a specific informational text RI.4.5.LP.C

d Communicate ideas RI.4.5.LP.D

e Actively engage with informational text RI.4.5.LP.E

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

Complexity a

a Identify whether the text is a firsthand or secondhand account and support it with a detail from the text. RI.4.6.A

Complexity b

b Identify whether an informational text is a firsthand or secondhand account. RI.4.6.B

Complexity c

c Identify a similarity or difference between two accounts of the same event or topic. RI.4.6.C

Learning Progression

a identify the event that two texts discuss RI.4.6.LP.A

b identify similarities or differences in everyday life RI.4.6.LP.B

c Actively engage with informational text RI.4.6.LP.C

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7 Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.7

Complexity a

a Explain how information presented visually, orally, or quantitatively supports the understanding of the information in the text. RI.4.7.A

Complexity b

b Identify the meaning of information presented visually, orally, or quantitatively in a text. RI.4.7.B

Complexity c

c Identify illustrations (e.g., maps, charts, photographs) that contribute to the meaning of the text. RI.4.7.C

Learning Progression

a identify illustrations within a text RI.4.7.LP.A

b recognize the difference between illustrations and print in a text RI.4.7.LP.B

c Actively engage with informational text RI.4.7.LP.C

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

Complexity a

a Identify a key point in a text and describe the supporting evidence. RI.4.8.A

Complexity b

b Select a key point from a text, describe evidence from the text that supports that key point. RI.4.8.B

Complexity c

c Identify a picture with a key point in the text. RI.4.8.C

Learning Progression

a participate in a discussion about the information in a text RI.4.8.LP.A

b Actively engage with informational text RI.4.8.LP.B

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

Complexity a

a Describe information from two texts on the same topic in order to write or speak about the subject knowledgably. RI.4.9.A

Complexity b

b Identify information from two texts on the same subject. RI.4.9.B

Complexity c

c Identify two informational texts on the same. RI.4.9.C

Learning Progression

a select two texts on the same topic from a provided set RI.4.9.LP.A

b identify two informational texts RI.4.9.LP.B

c identify an informational text RI.4.9.LP.C

d recognize the difference between an informational text and narrative text RI.4.9.LP.D

e Actively engage with informational text RI.4.9.LP.E

Range of Reading and Level of Text Complexity

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10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.4.10

Complexity a

a Read grade level/ age-appropriate, accommodated history/social studies, science, and technical texts. RI.4.10.A

Complexity b

b Read grade level/age-appropriate, accommodated history/social studies, science, and technical texts. RI.4.10.B

Complexity c

c Read grade level/ age-appropriate, accommodated history/social studies, science, and technical texts. RI.4.10.C

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Learning Progression

a Decoding RI.4.10.LP.A

b Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. RI.4.10.LP.B

c Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. RI.4.10.LP.C

d Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. RI.4.10.LP.D

e Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. RI.4.10.LP.E

f Identify the trigraphs -shr and -thr as blended phonemes used in words. RI.4.10.LP.F

g Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. RI.4.10.LP.G

h Identify the graphemes -ge and -dge as graphemes used at the end of words. RI.4.10.LP.H

i Identify the graphemes -k and -ck as graphemes used at the end of words. RI.4.10.LP.I

j Identify words containing the phonemes /j/ and /g/ represented by grapheme g. RI.4.10.LP.J

k Identify words containing the phonemes /c/ and /s/ represented by grapheme c. RI.4.10.LP.K

l Read & Comprehend - grade level text RI.4.10.LP.L

m Answer wh- questions related to informational text RI.4.10.LP.M

n Decode and read informational text. RI.4.10.LP.N

o Engage with text types including history/social studies, science, and technical texts . RI.4.10.LP.O

p Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. RI.4.10.LP.P

q Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. RI.4.10.LP.Q

r With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RI.4.10.LP.R

s Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RI.4.10.LP.S

t Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RI.4.10.LP.T

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u With prompting and support decode and read CCVC words within a grade-level decodable text. RI.4.10.LP.U

v Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) RI.4.10.LP.V

w Decode words with digraphs. RI.4.10.LP.W

x Build words with digraphs. RI.4.10.LP.X

y Identify words with digraphs. RI.4.10.LP.Y

z Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RI.4.10.LP.Z

aa Decode words with consonant blends. RI.4.10.LP.AA

ab Build words with consonant blends. RI.4.10.LP.AB

ac Identify words with consonant blends. RI.4.10.LP.AC

ad Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends RI.4.10.LP.AD

ae With prompting and support decode and read CVC words within a grade level text. RI.4.10.LP.AE

af Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words) RI.4.10.LP.AF

ag With prompting and support decode and read CCVC words within a grade-level decodable text. RI.4.10.LP.AG

ah Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RI.4.10.LP.AH

ai Decode words with threeconsonant blends. RI.4.10.LP.AI

aj Build words with three-consonant blends. RI.4.10.LP.AJ

ak Identify words with threeconsonant blends. RI.4.10.LP.AK

al Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RI.4.10.LP.AL

am Decode words with two-consonant blends. RI.4.10.LP.AM

an Build words with two-consonant blends. RI.4.10.LP.AN

ao Identify words with two-consonant blends. RI.4.10.LP.AO

ap Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RI.4.10.LP.AP

aq Decode words with digraphs. RI.4.10.LP.AQ

ar Build words with digraphs. RI.4.10.LP.AR

as Identify words with digraphs. RI.4.10.LP.AS

at Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RI.4.10.LP.AT

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au With prompting and support decode and read CVC words within a grade level text. RI.4.10.LP.AU

av Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RI.4.10.LP.AV

aw Identify words with common phonemic VC word patterns (word families) RI.4.10.LP.AW

ax Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RI.4.10.LP.AX

ay Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RI.4.10.LP.AY

az Name the 5 vowels RI.4.10.LP.AZ

ba Name 21 consonants RI.4.10.LP.BA

bb Phonological Awareness (detailed further in learning progression in Reading Foundations) RI.4.10.LP.BB

bc Articulate the 5 short vowel sounds RI.4.10.LP.BC

bd Break orally given word into phonemes RI.4.10.LP.BD

be Break an orally given word into onset/first sound and rime RI.4.10.LP.BE

bf Break an orally given word into syllables RI.4.10.LP.BF

bg Background Knowledge RI.4.10.LP.BG

bh Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RI.4.10.LP.BH

bi Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RI.4.10.LP.BI

bj Actively participate in grade-level/ age-appropriate text activities using adapted materials as needed. RI.4.10.LP.BJ

bk Actively engage in grade-level/ age-appropriate informational text that include science, social studies and technical text.. RI.4.10.LP.BK

bl Actively engage in group reading activities involving informational text. RI.4.10.LP.BL

bm Foundational Skills RI.4.10.LP.BM

bn Phonics and Word Recognition RI.4.10.LP.BN

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3 Know and apply grade-level phonics and word analysis skills in decoding words by using 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. RI.4.3

Complexity a

a Apply letter-sound knowledge to read phonetically regular words that include prefixes and suffixes. RI.4.3.A

Complexity b

b Apply letter-sound knowledge to read words. Decode phonetically regular closed syllable (CVC, CCVC, CVCC) and Vowel-Consonant-e, (VCe) words and read high-frequency words. RI.4.3.B

Complexity c

c Identify affixes (prefixes/ suffixes) to an image to convey meaning (e.g., dis-, un-, pre-, re-, -ing, -ed, -er, -est, -s, -es, -y). RI.4.3.C

Learning Progression

a Recognize that affixes change the meaning of the word RI.4.3.LP.A

b Demonstrate that affixes are word parts attached to a root word RI.4.3.LP.B

c Recognize that affixes come at the beginning or end of words RI.4.3.LP.C

d Break up a given word into syllables RI.4.3.LP.D

e Identify a syllable RI.4.3.LP.E

f Recognize that affixes are word parts RI.4.3.LP.F

g Demonstrate letter-sound knowledge RI.4.3.LP.G

h Demonstrate foundational knowledge in phonological/ phonemic awareness (see PA development sequence) RI.4.3.LP.H

i Actively engage with letters, sounds, and word parts and whole words. RI.4.3.LP.I

Fluency

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4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition RI.4.4

Complexity a

a Fluently reads a complete story in a text using self-correction strategies at the student-specific instructional level for purpose and understanding. RI.4.4.A

Complexity b

b Fluently reads a complete story in a decodable text at the student-specific instructional level. RI.4.4.B

Complexity c

c Fluently reads a 5–7 word phonetically decodable simple sentence. RI.4.4.C

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Learning Progression

a Read grade-level text with fluency to support understanding. RI.4.4.LP.A

b Read grade-level text orally with increased accuracy and fluency on successive readings RI.4.4.LP.B

c Decode and read CCVC, CVCC words RI.4.4.LP.C

d Decode diphthongs and vowels / aw/ and /oo/ RI.4.4.LP.D

e decode digraphs ph,gh,ch RI.4.4.LP.E

f Decode vowel-r combinations RI.4.4.LP.F

g decode vowel teams for long vowel sounds RI.4.4.LP.G

h decode VCe long vowel pattern in single syllable words RI.4.4.LP.H

i Decode final consonant blends with nasals: nt, nd, mp, nk RI.4.4.LP.I

j decode hard and soft c and g RI.4.4.LP.J

k decode -ck after a short vowel RI.4.4.LP.K

l decode three consonant blends and blends with digraphs RI.4.4.LP.L

m decode two consonant blends RI.4.4.LP.M

n decode common consonant digraphs RI.4.4.LP.N

o decode long vowel sounds associated with a single letter in open syllables and in one syllable words RI.4.4.LP.O

p Decode specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee). RI.4.4.LP.P

q Decode words with common endings (e.g., -s, -ed, -ing). RI.4.4.LP.Q

r Identify irregularly spelled words that are not spelled as they sound (e.g., above, country, again). RI.4.4.LP.R

s Demonstrate the spelling-sound correspondences during decoding RI.4.4.LP.S

t Break words into syllables to support decoding multi-syllable words. RI.4.4.LP.T

u Identify syllables within a printed word RI.4.4.LP.U

v Orally break up a given word into syllables RI.4.4.LP.V

w A word has as many syllables as it has vowel sounds. RI.4.4.LP.W

x Use context to confirm or self-correct word recognition, rereading as necessary. RI.4.4.LP.X

y Use decoding skills to self-correct, rereading word as necessary. RI.4.4.LP.Y

z Decode CVC words with automaticity and fluency RI.4.4.LP.Z

aa Decode predictable short vowels with automaticity and fluency RI.4.4.LP.AA

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ab Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second) RI.4.4.LP.AB

ac Stretch spoken words by individual sounds then state or select the whole word. RI.4.4.LP.AC

ad Represent sound for each letter in alphabet with automaticity RI.4.4.LP.AD

ae Demonstrate letter-sound knowledge with increasing automaticity RI.4.4.LP.AE

af Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second) RI.4.4.LP.AF

ag Demonstrate foundational knowledge in phonological/ phonemic awareness RI.4.4.LP.AG

ah Actively participate in supported grade-level/age-appropriate, adapted texts. RI.4.4.LP.AH

ai Engage during phonics lessons RI.4.4.LP.AI

aj Engage during letter/sound decoding activities RI.4.4.LP.AJ

ak Engage with letters representing first sounds in words RI.4.4.LP.AK

al Actively engage with letters, sounds, and words. RI.4.4.LP.AL

am Note: see RL.4.10 and RI.4.10 for additional skills in this sequence. RI.4.4.LP.AM

Writing **Text Types and Purposes**

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1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. W.4.1

Complexity a

a Compose a topic sentence based on a topic or text and provide a sentence of support for or against the opinion with guidance and support. W.4.1.A

Complexity b

b Compose a statement of opinion using a conjunction and provide at least one reason for it (conjunctions: and, or, nor, but, yet; prepositions: since, because, etc.). W.4.1.B

Complexity c

c Compose a statement of opinion and one supporting detail. W.4.1.C

Learning Progression

a Express an opinion on a topic W.4.1.LP.A

b Express agreement or disagreement to a given opinion W.4.1.LP.B

c Communicate meaning that can be translated into text. W.4.1.LP.C

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2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.4.2

Complexity a

a Compose a paragraph on a specific topic that includes a topic sentence, supporting details, and concluding statement and pair with an illustration. W.4.2.A

Complexity b

b Compose a three or more-sentence paragraph including a topic sentence and at least two supporting details. W.4.2.B

Complexity c

c Compose a sentence that conveys information including one concrete fact and using domain-specific vocabulary. W.4.2.C

Learning Progression

a Compose an informative or explanatory sentence. W.4.2.LP.A

b Compose a sentence using a sentence frame or other scaffold as needed. W.4.2.LP.B

c Capitalize the first letter of the first word of a sentence. W.4.2.LP.C

d Use punctuation. W.4.2.LP.D

e Identify the parts of a simple sentence. W.4.2.LP.E

f Communicate to explain something using facts and details on a specific topic. W.4.2.LP.F

g Communicate to share information on a specific topic. W.4.2.LP.G

h Brainstorm and record vocabulary words, phrases and ideas around a chosen topic. W.4.2.LP.H

i Identify a topic for writing. W.4.2.LP.I

j Actively engage with a communication partner. W.4.2.LP.J

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3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. W.4.3

Complexity a

a Compose a story that includes characters paired with dialogue. W.4.3.A

Complexity b

b Compose a story including characters, setting, and events in a sequential order. W.4.3.B

Complexity c

c Compose a story based on a personal experience including a beginning, middle, and end. W.4.3.C

Learning Progression

a Communicate imagined experiences that can be translated into text. W.4.3.LP.A

b Identify an imagined event W.4.3.LP.B

c Communicate personal experiences that can be translated into text. W.4.3.LP.C

d Identify a personal experience or event. W.4.3.LP.D

e Actively engage with a communication partner W.4.3.LP.E

Production and Distribution of Writing

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4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.4

Complexity a

a Select an appropriate template and compose a writing sample for a given task or purpose (e.g., shopping list, letter, e-mail, text message, invitation, etc.). W.4.4.A

Complexity b

b Given an appropriate template, compose a writing sample for a given task or purpose. W.4.4.B

Complexity c

c Match or label writing samples to the correlating purpose/task and audience. W.4.4.C

Learning Progression

a Identify various audiences for writing. W.4.4.C.A

b Identify a variety of tasks/purposes for writing. W.4.4.C.B

c Communicate meaning that can be translated into text. W.4.4.C.C

d Communicate about a specific topic. W.4.4.C.D

e Actively engage with a communication partner. W.4.4.C.E

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5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.5

Complexity a

a With guidance and support, plan, draft, and edit writing to convey a clear message. W.4.5.A

Complexity b

b With guidance and support, edit simple sentences to improve their clarity (check spacing, conventions, capitalization, punctuation, spelling, and word choice). W.4.5.B

Complexity c

c Edit a writing sample for fragments or runons with guidance and support. W.4.5.C

Learning Progression

a Identify run-on sentences within own writing W.4.5.LP.A

b Identify fragments vs. complete sentences within own writing. W.4.5.LP.B

c Identify elements of a complete sentence. W.4.5.LP.C

d Develop sentences with both a noun and a verb, capitalization and punctuation. W.4.5.LP.D

e Communicate meaning that can be translated into text. W.4.5.LP.E

f Identify the first word of a sentence. W.4.5.LP.F

g Identify the last word of a sentence. W.4.5.LP.G

h Identify a sentence vs. a word, letter or paragraph. W.4.5.LP.H

i Communicate about a specific topic W.4.5.LP.I

j Select a topic for writing. W.4.5.LP.J

k Engage with a communication partner(s) to develop writing. W.4.5.LP.K

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6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills. W.4.6

Complexity a

a With guidance and support from an adult or peer, use information from print or digital source to generate sentences using a keyboard. W.4.6.A

Complexity b

b With guidance and support from an adult or peer, use information from print or digital source to generate sentences. W.4.6.B

Complexity c

c With guidance and support from an adult or peer, use information from print or digital source to generate a sentence. W.4.6.C

Learning Progression

a Use technology, including assistive technology, as needed, to interact and collaborate with others. W.4.6.LP.A

b Independently generate a complete sentence using technology, including assistive technology as needed. W.4.6.LP.B

c Use a digital resource to gain information to develop writing. W.4.6.LP.C

d Use technology to develop writing that communicates meaning. W.4.6.LP.D

e Use traditional or adapted keyboard to encode words (see full skill development progression) for writing. W.4.6.LP.E

f Match letter name or sound with key on a keyboard. W.4.6.LP.F

g Place fingers on keys for typing. W.4.6.LP.G

h Use technology features (word prediction, word completion, spell check, etc.) and/or assistive technology tools (picture selection for words, phrases or sentences) to communicate thoughts for writing. W.4.6.LP.H

i Engage with technology tools used for research, communication and/or writing. W.4.6.LP.I

Research to Build and Present Knowledge

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7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.7

Complexity a

a Investigate sources to provide three or more details on a given topic. W.4.7.A

Complexity b

b Collect information from one or more sources to present details about a given topic. W.4.7.B

Complexity c

c Select a source to present knowledge about a topic. W.4.7.C

Learning Progression

a Communicate about a specific topic. W.4.7.LP.A

b Review presentation targets or questions. W.4.7.LP.B

c Select a source that provides information on a given topic. W.4.7.LP.C

d Identify sources of information for research. W.4.7.LP.D

e Engage with sources of information used in research. (i.e. internet, person/interview, informational text/nonfiction, dictionaries, etc.) W.4.7.LP.E

8 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.4.8

Complexity a

a Sort information selected from personal experiences or print/digital sources into provided categories. W.4.8.A

Complexity b

b Generate a list of sources to support a topic or personal experience. W.4.8.B

Complexity c

c Recall information from personal experiences. W.4.8.C

Learning Progression

a Organize (time order or categorize) notes and/or pictures from personal experience. W.4.8.LP.A

b Capture notes or pictures from personal experiences. W.4.8.LP.B

c Communicate about a prior experience. W.4.8.LP.C

d Identify a personal experience. W.4.8.LP.D

e Actively participate in personal experiences. W.4.8.LP.E

f Engage with people, tools, etc. during personal experiences or events. W.4.8.LP.F

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9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). W.4.9

Complexity a

a Categorize information on a topic from grade-level/ age-appropriate informational materials to: describe settings, characters, or events in a story; or to show an author’s reasons or evidence to support points in a text. W.4.9.A

Complexity b

b Identify information from grade-level/age-appropriate literary or informational materials to support understanding. W.4.9.B

Complexity c

c Select information from grade-level/age-appropriate literary or informational materials to support understanding. W.4.9.C

Learning Progression

a Use skills developed in standards for literary and informational texts to collect information and evidence for writing. W.4.9.LP.A

b Select specific text to draw evidence about a specific topic. W.4.9.LP.B

c Select either literary or informational text based on topic of writing. W.4.9.LP.C

d Identify a topic for reflection, analysis or research. W.4.9.LP.D

e Engage with grade-level literary or informational text. W.4.9.LP.E

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10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.10

Complexity a

a With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.10.A

Complexity b

b With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.10.B

Complexity c

c With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences. W.4.10.C

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Learning Progression

a Increase experience writing across a range of disciplines over time. W.4.10.LP.A

b Improve encoding automaticity and accuracy over time from baseline. W.4.10.LP.B

c Translate thoughts and communications into writing using technology and assistive technology as needed to develop independence. W.4.10.LP.C

d Encode/spell words during writing using letter/sound knowledge below. W.4.10.LP.D

e Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. W.4.10.LP.E

f Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. W.4.10.LP.F

g Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. W.4.10.LP.G

h Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. W.4.10.LP.H

i Identify the trigraphs -shr and -thr as blended phonemes used in words. W.4.10.LP.I

j Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. W.4.10.LP.J

k Identify the graphemes -ge and -dge as graphemes used at the end of words. W.4.10.LP.K

l Identify the graphemes -k and -ck as graphemes used at the end of words. W.4.10.LP.L

m Identify words containing the phonemes /j/ and /g/ represented by grapheme g. W.4.10.LP.M

n Identify words containing the phonemes /c/ and /s/ represented by grapheme c. W.4.10.LP.N

o Answer wh- questions related to grade-level/age appropriate text for the purpose of writing W.4.10.LP.O

p Encoding W.4.10.LP.P

q Break a word into phonemes for the purpose of encoding. W.4.10.LP.Q

r Break a word into onset/first sound and rime for the purpose of encoding. W.4.10.LP.R

s Break a word into syllables for the purpose of encoding. W.4.10.LP.S

t Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. W.4.10.LP.T

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u Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing. W.4.10.LP.U

v Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) W.4.10.LP.V

w Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) W.4.10.LP.W

x Encoding W.4.10.LP.X

y Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) W.4.10.LP.Y

z Build words with three-consonant blends. W.4.10.LP.Z

aa Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) W.4.10.LP.AA

ab Build words with two-consonant blends. W.4.10.LP.AB

ac Demonstrate knowledge of 26 W.4.10.LP.AC

ad Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) W.4.10.LP.AD

ae Build/encode words with digraphs. W.4.10.LP.AE

af Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) W.4.10.LP.AF

ag Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) W.4.10.LP.AG

ah Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words W.4.10.LP.AH

ai Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) W.4.10.LP.AI

aj Phonological Awareness (detailed further in learning progression in Reading Foundations) W.4.10.LP.AJ

ak Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed. W.4.10.LP.AK

al Engage in communication for writing. W.4.10.LP.AL

Speaking and Listening **Comprehension and Collaboration**

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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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.1

Complexity a

a Engage in discussions with others by asking and answering questions by following agreedupon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turntaking to share responses, etc.) on grade 4 topics and texts. SL.4.1.A

Complexity b

b Engage in discussions with others by responding to questions asked by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 4 topics and texts. SL.4.1.B

Complexity c

c Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, etc.) on grade 4 topics and texts. SL.4.1.C

Learning Progression

d Communicate with diverse partners. SL.4.1.LP.A

b Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.) SL.4.1.LP.B

c Identify rules for discussion. (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.) SL.4.1.LP.C

d Participate during 1:1, small group and whole group discussions. SL.4.1.LP.D

e Engage during small group and whole group discussions. (active listening) SL.4.1.LP.E

f Engage with communication partner. SL.4.1.LP.F

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

Complexity a

a Identify paraphrased main idea and details supporting the main idea from a text read aloud or presented in diverse formats. SL.4.2.A

Complexity b

b Identify paraphrased details from a text read aloud or presented in diverse formats. SL.4.2.B

Complexity c

c Identify an idea from a text read aloud or presented in diverse formats. SL.4.2.C

Learning Progression

a Sort ideas that were and were not from text or presentation. SL.4.2.LP.A

b Identify information from text presented orally and visually. SL.4.2.LP.B

c Communicate with others. SL.4.2.LP.C

d Engage as text is read aloud SL.4.2.LP.D

e Engage during media presentations SL.4.2.LP.E

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

Complexity a

a Identify evidence provided by a speaker to support a point. SL.4.3.A

Complexity b

b Identify a speaker's opinion or position on a topic. SL.4.3.B

Complexity c

c Identify a detail the speaker used to support a provided position on a topic. SL.4.3.C

Learning Progression

a Identify a speaker's position based on presented details. SL.4.3.LP.A

b Identify the topic the speaker addressed. SL.4.3.LP.B

c Identify information presented by a speaker. SL.4.3.LP.C

d Identify the speaker. SL.4.3.LP.D

e Demonstrate engagement while listening to a speaker. SL.4.3.LP.E

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

Complexity a

a Add visual or audio displays to enhance a presentation. SL.4.5.A

Complexity b

b With guidance and support, choose visual or audio displays to enhance a presentation. SL.4.5.B

Complexity c

c With guidance and support, choose materials to illustrate points in a presentation. SL.4.5.C

Learning Progression

a Recognize that audio recording or visual displays enhance presentations and extend meaning. SL.4.5.LP.A

b Identify points in a presentation. SL.4.5.LP.B

c Identify/locate/create an audio recording. SL.4.5.LP.C

d Identify/locate/create visual media/display. SL.4.5.LP.D

e Actively engage with audio and visual media. SL.4.5.LP.E

6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. SL.4.6

Complexity a

a Communicate appropriately with others in individual (e.g., student-toadult) or group settings (e.g., class discussions). SL.4.6.A

Complexity b

b Identify the appropriate discourse for a variety of settings (e.g., informal conversations with a friend vs. speaking to the bus driver or school principal). SL.4.6.B

Complexity c

c Communicate information specific to the purpose or audience. SL.4.6.C

Learning Progression

a Identify language appropriate for a task SL.4.6.LP.A

b Communicate information. SL.4.6.LP.B

c Communicate with others. SL.4.6.LP.C

d Engage with a communication partner or audience. SL.4.6.LP.D

Language **Conventions of Standard English**

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1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., “a small red bag” rather than “a red small bag”). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). L.4.1

Complexity a

a Produce a compound sentence when writing or speaking. L.4.1.A

Complexity b

b Communicate in complete sentences containing correct pronouns when writing or speaking. L.4.1.B

Complexity c

c Communicate using a complete sentence containing a noun, a verb, and an adjective when writing or speaking. L.4.1.C

Learning Progression

a Communicate using words, phrases or sentences during a writing or speaking activity. L.4.1.LP.A

b Identify an adjective. L.4.1.LP.B

c Identify a verb. L.4.1.LP.C

d Identify a noun. L.4.1.LP.D

e Actively engage during a writing or speaking activity. L.4.1.LP.E

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2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. L.4.2

Complexity a

a Generate sentences using correct conventions of capitalization, punctuation and quotation marks. L.4.2.A

Complexity b

b Generate a sentence with correct capitalization (beginning of sentence, proper names) and ending punctuation. L.4.2.B

Complexity c

c Identify capitalization at the beginning of sentences and in proper nouns. L.4.2.C

Learning Progression

a Identify ending punctuation. L.4.2.LP.A

b Identify sentences. L.4.2.LP.B

c Identify proper nouns. L.4.2.LP.C

d Identify names of people and places.. L.4.2.LP.D

e Identify the beginning of a sentence. L.4.2.LP.E

f Recognize the difference between capital and lowercase letters. L.4.2.LP.F

g Name all 26 letters in the alphabet. L.4.2.LP.G

h Recognize letters vs. numbers. L.4.2.LP.H

i Actively engage during a writing activity. L.4.2.LP.I

Knowledge of Language

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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). L.4.3

Complexity a

a Communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Adjust tone of voice and manner of speaking in relation to audience. L.4.3.A

Complexity b

b Communicate in simple sentences that include correct conventions of capitalization and punctuation when writing. Adjust tone of voice and manner of speaking in relation to audience. L.4.3.B

Complexity c

c Communicate using words and phrases to convey an idea when speaking or writing. L.4.3.C

Learning Progression

a Communicate through writing. L.4.3.LP.A

b Communicate using speech or other mode. L.4.3.LP.B

c Identify words and/or phrases associated with an idea or topic. L.4.3.LP.C

d Identify an idea. L.4.3.LP.D

e Engage with a communication partner. L.4.3.LP.E

Vocabulary Acquisition and Use

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4 Determine 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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.4

Complexity a

a Identify the meaning of a word or phrase based on how it is used. L.4.4.A

Complexity b

b Connect the meaning of a word to a sentence- or paragraph-level context. L.4.4.B

Complexity c

c Connect a word to its correct meaning. L.4.4.C

Learning Progression

a Identify a picture or object that matches the meaning of a word. L.4.4.LP.A

b Match the meanings with Greek and Latin affixes and roots. L.4.4.LP.B

c Identify Greek and Latin affixes and roots. L.4.4.LP.C

d Identify preffixes, suffixes within unknown word. L.4.4.LP.D

e Identify morphemes within unknown word. L.4.4.LP.E

f Identify the root word within an unknown word. L.4.4.LP.F

g Identify syllables within an unknown word. L.4.4.LP.G

h Recognize onset and rime of an unknown word. L.4.4.LP.H

i Use skills with ABC order and onset rime skills to access print and digital word specific reference materials. L.4.4.LP.I

j Recognize alphabetical order. L.4.4.LP.J

k Actively engage in word study. L.4.4.LP.K

l Engage in the sharing of grade-level text containing unknown words. L.4.4.LP.L

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., “as pretty as a picture”) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). L.4.5

Complexity a

a Identify the meaning of simple figurative language (e.g., similes and metaphors). L.4.5.A

Complexity b

b Categorize antonyms and synonyms when given a list of words. L.4.5.B

Complexity c

c Identify the opposite meaning when given a word. L.4.5.C

Learning Progression

a Recognize that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb) L.4.5.LP.A

b Recognize that some words have opposites (e.g., hot/ cold) L.4.5.LP.B

c Recognize that some words share the same meaning. (e.g., tired/exhausted) L.4.5.LP.C

d Recognize words that have meaning. L.4.5.LP.D

e Actively engage in word study. L.4.5.LP.E

f Listen to the pronunciation of unknown words. L.4.5.LP.F

g Engage with unknown words. L.4.5.LP.G

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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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). L.4.6

Complexity a

a Communicate using grade-level/ age-appropriate words that signal actions, emotions, or states of being. L.4.6.A

Complexity b

b Communicate using grade-level/ageappropriate words that are basic to a particular topic. L.4.6.B

Complexity c

c Communicate using grade-level/ age-appropriate words. L.4.6.C

Learning Progression

a Communicate about learning across the curriculum. L.4.6.LP.A

b Identify grade-level, domain specific, vocabulary. L.4.6.LP.B

c Actively engage in grade-level learning across the curriculum, including vocabulary study. L.4.6.LP.C