Ohio English Language Arts

Grade 4

Reading Literature RL

1 **Use text evidence to demonstrate understanding of a literary text (story, drama, or poem).** RL.4.1

- a Provide details explicitly stated in the text. RL.4.1.A
- b Use explicitly stated details from the text to make and support inferences. RL.4.1.B

2 **Analyze literary text development.** RL.4.2

- a Determine a theme of a literary text using supporting details. RL.4.2.A
- b Summarize a literary text, including a theme and supporting details. RL.4.2.B

3 **Describe the character(s), setting(s), or event(s) in a literary text, using explicit text evidence.** RL.4.3

- a Explain how the main character changes based on their thoughts, words, or actions. RL.4.3.A
- b Make inferences about the character(s), setting(s), or specific event(s). RL.4.3.B

4 **Determine the meaning of words and phrases as they are used in a literary text, including figurative language.** RL.4.4

5 **Explain how the structural elements of stories, dramas, and poems (such as chapters, scenes, and stanzas) contribute to the overall organization of a text.** RL.4.5

6 **Distinguish between point of view and perspective.** RL.4.6

- a Identify the point of view in a literary text. RL.4.6.A
- b Explain the different perspectives of characters in a literary text. RL.4.6.B

7 **Compare a written story or drama with a visual element (e.g., picture, video), multimedia performance, and/or oral reading, identifying details from the text that are shown, spoken, or acted out.** RL.4.7

8 **(Not applicable to literature)** RL.4.8

9 **Compare and contrast similar themes in stories and traditional literature (e.g., fables, myths, folktales, fairy tales) from different cultures.** RL.4.9

- a Identify a shared theme or life lesson across texts. RL.4.9.A
- b Analyze a shared theme and explain its development across texts. RL.4.9.B

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10 **Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.** RL.4.10

Reading Informational RI

1 **Use text evidence to demonstrate understanding of an informational text (e.g., historical, scientific, or technical texts).** RI.4.1

- a Provide details explicitly stated in the text. RI.4.1.A
- b Use details explicitly stated in the text to make and support inferences. RI.4.1.B

2 **Analyze development of ideas in an informational text.** RI.4.2

- a Determine the main idea of a text using key details. RI.4.2.A
- b Summarize an informational text including the main idea and key details. RI.4.2.B

3 **Analyze events, procedures, ideas or concepts in an informational text.** RI.4.3

- a Explain what happens in an informational text. RI.4.3.A
- b Describe why it happens, based on specific information in the text. RI.4.3.B

4 **Determine the meaning of both general academic or domain-specific words and phrases in an informational text.** RI.4.4

5 **Analyze the text structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution).** RI.4.5

- a Identify the text structure of a section or full text. RI.4.5.A
- b Describe the text structure using information from a section or full text. RI.4.5.B

6 **Compare and contrast the different perspectives in two texts on the same event or topic using the information provided.** RI.4.6

7 **Analyze text features.** RI.4.7

- a Interpret information from text features presented (e.g., in charts, graphs, diagrams, timelines, multimedia elements). RI.4.7.A
- b Explain how the information supports understanding of the text in which it appears. RI.4.7.B

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

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 comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.** RI.4.10

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Reading Foundations RF

3 Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using: RF.4.3

- 3.a Phoneme-grapheme correspondences RF.4.3.A
- 3.b Syllabication patterns RF.4.3.B
- 3.c Morphological structures (e.g., roots and affixes) RF.4.3.C

4 Read texts with sufficient fluency to support comprehension. RF.4.4

- a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text. RF.4.4.A
- b Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 133 words correct per minute (wcpm) by the end of fourth grade. RF.4.4.B
- c Self-monitor word recognition and understanding, rereading as necessary. RF.4.4.C

Writing Foundations WF

1 Write legibly in manuscript and/or cursive. WF.4.1

- a Write letters legibly to focus attention on composing ideas rather than forming letters. WF.4.1.A
- b Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs. WF.4.1.B

2 Encode words, aligned with scope and sequence of adopted HQIM, such as: WF.4.2

- a Multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, consonant -le, and schwa WF.4.2.A
- b Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes WF.4.2.B
- c High-frequency words, using predictable, decodable phoneme-grapheme correspondences WF.4.2.C
- d Homophones (e.g., to, two, too) WF.4.2.D

3 Write complete sentences that demonstrate knowledge of conventions. WF.4.3

- a Use relative pronouns who, whose, which and that, relative adverbs where, when, and how, and irregular possessive nouns. WF.4.3.A
- b Form and use the progressive verb tenses (e.g., she is talking, she was talking, she will be talking). WF.4.3.B
- c Use modal auxiliary verbs to convey various conditions (e.g., can, could, may, might, must, shall, should, will, and would). WF.4.3.C

Wr

1 Write opinion pieces that include: W.4.1

An introduction with a clear topic sentence; W.4.1.A

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b A stated opinion; W.4.1.B

c Reasons supported by evidence or examples from the text(s); W.4.1.C

d A concluding statement; W.4.1.D

e Organizational structure to support the writer's purpose; W.4.1.E

f Linking words and phrases; W.4.1.F

g Relevant vocabulary; W.4.1.G

h Sentence variety; and W.4.1.H

i Grade-level phonics-based spelling. W.4.1.I

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2 **Write informative/explanatory pieces that include:** W.4.2

a An introduction with a clear topic sentence; W.4.2.A

b Facts, definitions, details, quotations and/or examples from the text(s) to develop the topic; W.4.2.B

c A concluding statement; W.4.2.C

d Organizational structure to support the writer's purpose; W.4.2.D

e Linking words and phrases; W.4.2.E

f Relevant vocabulary; W.4.2.F

g Sentence variety; and W.4.2.G

h Grade-level phonics-based spelling. W.4.2.H

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3 **Write narratives that develop real or imagined sequenced events including:** W.4.3

a An introduction; W.4.3.A

b A situation with a narrator and/or characters; W.4.3.B

c Dialogue and description of experiences and events; W.4.3.C

d A conclusion; W.4.3.D

e Organizational structure to support the writer's purpose; W.4.3.E

f Transitional words and phrases; W.4.3.F

g Descriptive and/or sensory details; W.4.3.G

h Sentence variety; and W.4.3.H

i Grade-level phonics-based spelling. W.4.3.I

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

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5 **With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.** W.4.5

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6 **With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.** W.4.6

7 **Engage in brief research projects, collaboratively and independently, that investigate different aspects of a topic by:** W.4.7

- a Gathering information from a variety of sources on a topic; W.4.7.A
- b. Recording observations; and W.4.7.B
- c Composing short reports using grade-level vocabulary and sentence variety. W.4.7.C

8 **Recall relevant information from personal experiences or gather relevant information from sources to:** W.4.8

- a Take notes; W.4.8.A
- b Categorize information; W.4.8.B
- c Answer a specific question in writing; and W.4.8.C
- d Provide a list of sources. W.4.8.D

9 **Use evidence from grade-level literary or informational texts to support analysis, reflection, and research.** W.4.9

10 **Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.** W.4.10

Speaking and Listening SL

1 **Participate in discussions about fourth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules.** SL.4.1

- a Come to discussions prepared (having read and/or studied materials). SL.4.1.A
- b Explicitly use the information known about the topic. SL.4.1.B
- c Complete assigned roles. SL.4.1.C
- d Make comments that further the discussion and link to the remarks of others. SL.4.1.D
- e Pose and respond to specific questions to clarify or follow up on information. SL.4.1.E

2 **After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to paraphrase ideas, including information shown in text features, such as charts, diagrams, graphs, tables, or images.** SL.4.2

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

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ell a story or recount an experience in an organized manner, using relevant facts and details to support main ideas or themes, while speaking clearly at an

understandable pace. SL.4.4

5 **Create multimedia presentations of informational text; add visual displays when appropriate to enhance the development of main ideas or themes.** SL.4.5

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

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.4.1

- a Order cumulative adjectives within sentences (e.g., a small red bag vs. a red small bag). L.4.1.A
- b. Form and use prepositional phrases. L.4.1.B
- c Produce complete sentences by recognizing and correcting inappropriate fragments and run-ons. L.4.1.C

2 **Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.** L.4.2

- a Use correct capitalization. L.4.2.A
- b Use commas and quotation marks to indicate direct speech and quotations from a text. L.4.2.B
- c Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C
- d Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.4.2.D

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 language (e.g., presenting ideas) and situations where informal language is appropriate (e.g., small-group discussions). L.4.3.C

4 **Use word analysis skills to break down and build grade-appropriate words to understand their meaning.** L.4.4

- a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. L.4.4.A
- b Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., telegraph, photograph, autograph). L.4.4.B

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c Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases. L.4.4.C

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

a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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 synonyms (words with similar but not identical meanings) and antonyms (opposites). L.4.5.C

6 **Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds.** L.4.6

a Use words that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). L.4.6.A

b Use words that are relevant to a topic (e.g., “wildlife,” “conservation,” and “endangered” when discussing animal preservation). L.4.6.B