

Essentials of English Language Arts 4

APPLICATIONS OF READING AOR

- 1** Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts. [ELA.E4.AOR.1.1](#)

- 2** Evaluate and critique an author's use of figurative language within and across text(s). [ELA.E4.AOR.1.2](#)

- 3** Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures. [ELA.E4.AOR.2.1](#)

- 4** Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures. [ELA.E4.AOR.2.2](#)

- 5** Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author. [ELA.E4.AOR.4.1](#)

- 6** Analyze an author's perspective or purpose in a text and analyze how the author's rhetoric contributes to the effectiveness of the text. [ELA.E1.AOR.4.1](#)

- 7** Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text. [ELA.E4.AOR.5.1](#)

- 8** Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective. [ELA.E4.AOR.5.2](#)

- 9** Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author's use of information. [ELA.E4.AOR.5.3](#)

- 10** Summarize and/or paraphrase content from grade-level text to enhance comprehension. [ELA.E4.AOR.6.1](#)

- 11** Determine or clarify the meaning of known, unknown, and multiple meaning words and phrases, choosing from an array of strategies: [ELA.E4.AOR.7.1](#)

- a use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; [ELA.E4.AOR.7.1.A](#)
- b use background or prior knowledge to determine or clarify the meanings of words; and [ELA.E4.AOR.7.1.B](#)
- c consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. [ELA.E4.AOR.7.1.C](#)

12 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: [ELA.E4.AOR.8.1](#)

- a interpret figures of speech (e.g., irony) in context and analyze how they function within a text; [ELA.E4.AOR.8.1.A](#)
- b analyze nuances in the meanings of words with similar denotation; and [ELA.E4.AOR.8.1.B](#)
- c analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper). [ELA.E4.AOR.8.1.C](#)

13 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. [ELA.E4.AOR.9.1](#)

14 Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. [ELA.E4.AOR.10.1](#)

RESEARCH R

1 Conduct short and more sustained research to answer questions or solve problems by: [ELA.E4.R.1.1](#)

- a answering self-generated questions about a topic(s) while using a variety of sources; and [ELA.E4.R.1.1.A](#)
- b refining the scope of inquiry as relevant to the topic(s), purpose, and audience. [ELA.E4.R.1.1.B](#)

2 Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. [ELA.E4.R.1.2](#)

3 Evaluate findings to determine relevance to the topic(s) and purpose of inquiry. [ELA.E4.R.1.3](#)

4 Synthesize and logically organize findings as relevant to the purpose and audience. [ELA.E4.R.1.4](#)

5 Follow a standard academic style guide for citation to avoid plagiarism. [ELA.E4.R.1.5](#)

1 Write arguments to support claims in an analysis of topics or texts. When writing: ELA.E4.C.1.1

- a introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; ELA.E4.C.1.1.A
 - b develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audience's knowledge level and possible biases; ELA.E4.C.1.1.B
 - c use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims; ELA.E4.C.1.1.C
 - d use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject; ELA.E4.C.1.1.D
 - e establish and maintain a writing style appropriate to the task and audience; and ELA.E4.C.1.1.E
 - f provide a concluding statement or section that supports the argument presented. ELA.E4.C.1.1.F
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2 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing: ELA.E4.C.2.1

- a introduce a topic and organize complex concepts and information so that each new element builds on what precedes it; ELA.E4.C.2.1.A
 - b develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic; ELA.E4.C.2.1.B
 - c use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts; ELA.E4.C.2.1.C
 - d use precise language and vocabulary appropriate to the complexity of the topic; ELA.E4.C.2.1.D
 - e establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and ELA.E4.C.2.1.E
 - f provide a concluding statement or section that supports the information presented. ELA.E4.C.2.1.F
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3 Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing: ELA.E4.C.3.1

- a produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; ELA.E4.C.3.1.A
- b engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance; ELA.E4.C.3.1.B

- c use a variety of techniques to sequence events and build toward a particular tone; [ELA.E4.C.3.1.C](#)
 - d use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters; [ELA.E4.C.3.1.D](#)
 - e use precise words and language to develop the experiences, events, setting, and/or characters; and [ELA.E4.C.3.1.E](#)
 - f provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing. [ELA.E4.C.3.1.F](#)
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4 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: [ELA.E4.C.4.1](#)

- a apply knowledge of rules for capitalization and punctuation; [ELA.E4.C.4.1.A](#)
 - b apply knowledge of usage to revise sentence fragments and run-on sentences; and [ELA.E4.C.4.1.B](#)
 - c use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media. [ELA.E4.C.4.1.C](#)
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5 To improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task. [ELA.E4.C.5.1](#)

6 Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting: [ELA.E4.C.7.1](#)

- a demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); [ELA.E4.C.7.1.A](#)
 - b convey a perspective with clear reasoning and valid evidence; [ELA.E4.C.7.1.B](#)
 - c include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and [ELA.E4.C.7.1.C](#)
 - d create, share, and/or publish multimedia texts through a range of formats for publication. [ELA.E4.C.7.1.D](#)
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7 Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings: [ELA.E4.C.8.1](#)

- a ideas, share knowledge, and generate new understandings: [ELA.E4.C.8.1.A](#)
- b engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and [ELA.E4.C.8.1.B](#)
- c consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. [ELA.E4.C.8.1.C](#)

8 Using multimedia, a live presentation, and/or a printed transcript of a presentation: ELA.E4.C.9.1

- a** evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; ELA.E4.C.9.1.A
- b** evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and ELA.E4.C.9.1.B
- c** analyze the speaker's information while identifying any logical fallacies and biases that may be present. ELA.E4.C.9.1.C