South Dakota English Language Arts

4th Grade

Reading Literature RL

1. **Explain what a text says explicitly and draw inferences by referring to details and examples in the text.** 4.RL.1
2. **Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.** 4.RL.2
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).** 4.RL.3
4. **Determine the meaning of words and phrases as they are used in a text, including figurative language (e.g., metaphors and similes).** 4.RL.4
5. **Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.** 4.RL.5
6. **Compare and contrast the point of view from which different stories are narrated and explain the author's purpose using evidence from the text.** 4.RL.6
7. **Make connections about the meaning, tone, and mood between the print version of a story or drama and a visual or oral presentation of the same text; support with details and evidence.** 4.RL.7
8. **Not applicable to literature** 4.RL.8
9. **Compare and contrast the authors' approaches to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.** 4.RL.9
10. **By the end of the year, read and comprehend a variety of literary texts.** 4.RL.10
    - a Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). 4.RL.10.A
    - b Self-select text for personal enjoyment, interest, and academic tasks. 4.RL.10.B

Reading Informational Text RI

1. **Explain what a text says explicitly and draw inferences by referring to details and examples in the text.** 4.RI.1

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2 **Determine the main idea of a text and explain how it is supported by key details; summarize the text.** 4.RI.2

3 **Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using evidence from the text.** 4.RI.3

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.** 4.RI.4

5 **Describe the overall text structure of events, ideas, concepts, or information in a text or section of a text (e.g., description, chronology, comparison, cause/effect, problem/solution).** 4.RI.5

6 **Compare and contrast a primary and secondary account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.** 4.RI.6

7 **Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text.** 4.RI.7

8 **Identify and explain the reasons and evidence an author uses to support particular points in a text.** 4.RI.8

9 **Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.** 4.RI.9

10 **By the end of the year, read and comprehend a variety of informational text.** 4.RI.10

- a Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., book conventions: title page, table of contents, index; layout, text structure, language features, and knowledge demands). 4.RI.10.A
- b Self-select text for personal enjoyment, interest, and academic tasks. 4.RI.10.B

Reading Foundational Skills RF

1 **There is not a grade 4 standard for this concept. Please see preceding grades for more information.** 2.RF.1

2 **There is not a grade 4 standard for this concept. Please see preceding grades for more information.** 2.RF.2

3 **Demonstrate proficiency in grade-level phonics and word analysis skills in decoding and encoding words.** 2.RF.3

- a Identify and use common prefixes, suffixes, and root words to decode and encode words. 2.RF.3.A
- b Recognize and use common Greek and Latin roots to determine word meanings and decode unfamiliar words. 2.RF.3.B

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c Apply knowledge of syllable division rules, morphemes, and phonics patterns to decode and encode multisyllabic words accurately. 2.RF.3.C

d Apply spelling patterns and rules to spell words accurately. 2.RF.3.D

4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4

a Read grade-appropriate text with purpose and understanding. 2.RF.4.A

b Read grade-appropriate texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression). 2.RF.4.B

c Self-monitor reading for correct word recognition and understanding, rereading as necessary. 2.RF.4.C

Language L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4.L.1

a Use relative pronouns and relative adverbs. 4.L.1.A

b Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). 4.L.1.B

c Use auxiliary verbs to convey various conditions to clarify meaning. 4.L.1.C

d Order adjectives within sentences according to conventional patterns. 4.L.1.D

e Form and use prepositional phrases. 4.L.1.E

f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4.L.1.F

g Correctly use frequently confused words (e.g., there, their, they're). 4.L.1.G

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 4.L.2

a Write legibly and fluently in print and cursive using appropriate spacing and margins. 4.L.2.A

b Use correct capitalization. 4.L.2.B

c Use commas and quotation marks in dialogue and quotations from a text. 4.L.2.C

d Use a comma before a coordinating conjunction in a compound sentence. 4.L.2.D

e Spell grade-appropriate words correctly, consulting references as needed. 4.L.2.E

3 Use knowledge of language and its conventions when writing and speaking, reading, or listening. 4.L.3

a Choose words and phrases to convey ideas precisely. 4.L.3.A

b Choose punctuation for effect. 4.L.3.B

c Recognize that different situations call for formal or informal English. 4.L.3.C

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)etermine or clarify the meaning of unknown and multiple-meaning words and)hrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 4.L.4

a Use context to determine the meaning of a word or phrase. 4.L.4.A

b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.L.4.B

c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.L.4.C

5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. 4.L.5

a Explain the meaning of simple similes and metaphors in context. 4.L.5.A

b Recognize and explain the meaning of common idioms and proverbs. 4.L.5.B

c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 4.L.5.C

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). 4.L.6

Writing W

1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4.W.1

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. 4.W.1.A

b Provide reasons that are supported by facts and details. 4.W.1.B

c Link opinion and reasons using grade level appropriate words and phrases. 4.W.1.C

d Provide a conclusion related to the opinion presented. 4.W.1.D

2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 4.W.2

a Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader. 4.W.2.A

b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.2.B

c Link ideas within paragraphs and sections of information using grade level appropriate words and phrases. 4.W.2.C

d Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.2.D

e Provide a conclusion related to the information or explanation presented. 4.W.2.E

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Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear

event sequences. 4.W.3

a Establish a situation and/or setting; introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 4.W.3.A

b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. 4.W.3.B

c Use a variety of transitional words and phrases to manage the sequence of events. 4.W.3.C

d Use concrete words and phrases and sensory details to convey experiences and events precisely. 4.W.3.D

e Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre). 4.W.3.E

4 **Produce clear and coherent writing with suitable tone/voice in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** 4.W.4

5 **Develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)** 4.W.5

6 **Use technology to enhance writing with some guidance and support.** 4.W.6

a Produce and publish writing. 4.W.6.A

b Interact and collaborate with others. 4.W.6.B

c Demonstrate sufficient keyboarding skills to produce a minimum of one page in a single sitting. 4.W.6.C

7 **Conduct short research projects that build knowledge through investigation of different aspects of a topic.** 4.W.7

8 **Gather and recall relevant information from experiences and print and digital sources such as library databases.** 4.W.8

a Take notes and categorize information. 4.W.8.A

b Provide a list of sources. 4.W.8.B

9 **Cite evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standard(s) for Reading Literature or Reading Informational Text as appropriate.** 4.W.9

10 **Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** 4.W.10

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Speaking and Listening SL

1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.** 4.SL.1

- a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 4.SL.1.A
- b Follow agreed-upon norms for discussions and carry out assigned roles. 4.SL.1.B
- c Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1.C
- d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4.SL.1.D
- e Cooperate and problem solve as appropriate for productive group discussions. 4.SL.1.E

2 **Paraphrase portions of content presented in diverse media and formats, such as visual, quantitative, and oral formats.** 4.SL.2

3 **Identify the reasons and evidence a speaker provides to support particular points.** 4.SL.3

4 **Present on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.** 4.SL.4

5 **Add multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes.** 4.SL.5

6 **Recognize that different situations call for formal or informal English and use formal English when appropriate to task and situation.** 4.SL.6