Washington English Language Arts

4th Grade

Reading

Reading4th. Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world. WA.ELA-LITERACY.READING4TH

Print Environment and Foundational Skills

1 interact with and explore texts in a language-rich environment. WA.ELA-LITERACY.R4TH.1

- a Select texts that interest them and/or that are recommended by peers and adults. WA.ELA-LITERACY.R4TH.1.A
- b Spend time exploring, viewing, reading and/or listening to texts. WA.ELA-LITERACY.R4TH.1.B
- c Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. WA.ELA-LITERACY.R4TH.1.C

2 Students know and apply the basic features of print and how it is organized. WA.ELA-LITERACY.R4TH.2

- a Recognize the distinguishing visual features of fiction, poetry and plays. WA.ELA-LITERACY.R4TH.2.A

3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity. WA.ELA-LITERACY.R4TH.3

4 Students decode words with accuracy and fluency using grade-level word analysis skills. WA.ELA-LITERACY.R4TH.4

- a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context. WA.ELA-LITERACY.R4TH.4.A

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Comprehending and Interpreting Texts

5 Students comprehend and interpret texts using a variety of strategies. WA.ELA-LITERACY.R4TH.5

- a Reflect on their purpose for reading. WA.ELA-LITERACY.R4TH.5.A
- b Preview the text by noting author, illustrator, topic, genre, images, and text structures. WA.ELA-LITERACY.R4TH.5.B
- c Use personal connections and content knowledge to visualize and make sense of the text. WA.ELA-LITERACY.R4TH.5.C
- d Make inferences and predictions, checking them against what's in the text. WA.ELA-LITERACY.R4TH.5.D
- e Use a variety of strategies that encourage and maintain motivation to engage with a text. WA.ELA-LITERACY.R4TH.5.E
- f Re-connect when the flow of reading is interrupted using a variety of strategies. WA.ELA-LITERACY.R4TH.5.F
- g Explain how the visual elements in a text represent and/or add to its meaning. WA.ELA-LITERACY.R4TH.5.G
- h Summarize a text, referring to details and examples in the text. WA.ELA-LITERACY.R4TH.5.H
- i Describe a story's setting, major events, narrators, characters and their viewpoints in depth, drawing on specific details in the text. WA.ELA-LITERACY.R4TH.5.I
- j Retell a story in their own words and/or say what they learned from a text, including key details and the overall structure of events, ideas, concepts, or information. WA.ELA-LITERACY.R4TH.5.J

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Analyzing, Evaluating and Using Texts

6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. WA.ELA-LITERACY.R4TH.6

- a Explain what the text makes them feel, think, and/or want to do and why. WA.ELA-LITERACY.R4TH.6.A
- b Explain the impact of visual elements, including multimedia and text features, on the reader's understanding. WA.ELA-LITERACY.R4TH.6.B
- c Compare and contrast the written and performed versions of poems and plays. WA.ELA-LITERACY.R4TH.6.C
- d Compare and contrast the point of view, characters, settings, and plots of stories written by the same or different authors. WA.ELA-LITERACY.R4TH.6.D

7 Students evaluate texts. WA.ELA-LITERACY.R4TH.7

- a Explain what they may or may not like about a topic, character, or event and why. WA.ELA-LITERACY.R4TH.7.A
- b Describe how well an element of a text engages the reader or provokes thought, understanding, or action. WA.ELA-LITERACY.R4TH.7.B

8 Students use texts they have read for purposes relevant to them. WA.ELA-LITERACY.R4TH.8

- a Explore why characters think, feel, and act as they do, given their circumstances. WA.ELA-LITERACY.R4TH.8.A
- b Use information or examples from texts for discussions and projects. [See W4.3 and SLDF4th.3.] WA.ELA-LITERACY.R4TH.8.B
- c Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W4th.4b.] WA.ELA-LITERACY.R4TH.8.C

Writing

Writing4th. Students compose multimodal texts in a variety of genres in the context of grade-level content. WA.ELA-LITERACY.WRITING4TH

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Writing Purposes and Products

1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W4th.1 must be taken through W4th.2 – W4th.10.] WA.ELA-LITERACY.W4TH.1

2 Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W4TH.2

- a Describe experiences, ideas, and imaginings, including concrete, sensory details. WA.ELA-LITERACY.W4TH.2.A
- b Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W4TH.2.B
- c Express their opinions and preferences. WA.ELA-LITERACY.W4TH.2.C
- d Persuade others to consider new options, resolve conflicts, and create and strengthen communities. WA.ELA-LITERACY.W4TH.2.D
- e Tell stories and narratives. WA.ELA-LITERACY.W4TH.2.E

Plan and Generate Ideas

3 Students plan and complete writing projects. WA.ELA-LITERACY.W4TH.3

- a Connect the prompt to their interests, perspectives, and/or experiences. WA.ELA-LITERACY.W4TH.3.A
- b Determine the process or steps needed to complete the project. WA.ELA-LITERACY.W4TH.3.B
- c Adjust focus and timeline when needed. WA.ELA-LITERACY.W4TH.3.C

4 Students generate and gather ideas, including appropriate use of tools. WA.ELA-LITERACY.W4TH.4

- a Generate topics from experience, imagination, reading, research (see RML4th.4), media, conversations, products from W4th.1, and/or desire to communicate. WA.ELA-LITERACY.W4TH.4.A
- b Determine which features and/or genre conventions to follow or adapt from mentor texts. WA.ELA-LITERACY.W4TH.4.B
- c Identify what the writer knows that the audience does not. WA.ELA-LITERACY.W4TH.4.C
- d Choose material from research (see RML4th.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others. WA.ELA-LITERACY.W4TH.4.D

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Draft and Establish Voice

5 Students draft content within the genre to develop ideas, express voice, and engage the audience. WA.ELA-LITERACY.W4TH.5

- a Develop topics with facts, definitions, examples, and/or quotations. WA.ELA-LITERACY.W4TH.5.A
- b Logically group related information in paragraphs and/or sections. WA.ELA-LITERACY.W4TH.5.B
- c Support opinions with facts, reasons, and details using linking words, phrases, and clauses. WA.ELA-LITERACY.W4TH.5.C
- d Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events. WA.ELA-LITERACY.W4TH.5.D
- e Use text features and/or formatting noticed in mentor texts, such as headings, titles, labels, illustrations, greetings, the formatting of dialogue, etc. WA.ELA-LITERACY.W4TH.5.E
- f Attribute sources in ways that are consistent with the genre. WA.ELA-LITERACY.W4TH.5.F

6 Students compose introductions and conclusions within the genre that engage the audience, express voice, and support the development of content in the body of the text. WA.ELA-LITERACY.W4TH.6

- a Engage the reader in topics using a variety of strategies. WA.ELA-LITERACY.W4TH.6.A
- b Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters. WA.ELA-LITERACY.W4TH.6.B
- c Compose concluding statements or sections that follow from the stories or ideas developed in the text and allow the reader to reflect on what they read and/or how they feel after reading. WA.ELA-LITERACY.W4TH.6.C

7 Students organize content by using or adapting the genre's structure. WA.ELA-LITERACY.W4TH.7

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Revise and Edit

8 Students evaluate drafts. WA.ELA-LITERACY.W4TH.8

a Re-read to determine whether the draft says what they want it to say. WA.ELA-LITERACY.W4TH.8.A

b Re-read to identify differences between what they intend and what the audience would understand from the text itself. WA.ELA-LITERACY.W4TH.8.B

c Gather feedback and determine whether it improves readers' understanding and/or experience. WA.ELA-LITERACY.W4TH.8.C

9 Students revise and edit using a variety of strategies, including use of appropriate technology. WA.ELA-LITERACY.W4TH.9

a Use what they learned from re-reading and feedback to strengthen their compositions. WA.ELA-LITERACY.W4TH.9.A

b Edit for conventions and consistency of text features, including attributions. [Demonstrate command of Language standards K–4.] WA.ELA-LITERACY.W4TH.9.B

Share and Publish

10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. WA.ELA-LITERACY.W4TH.10

a Identify who might be able to access compositions and how it might make those people feel. WA.ELA-LITERACY.W4TH.10.A

Speaking, Listening, and Digital Forums	**SpeakingListeningDigitalForums4th.**	**Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums.** WA.ELA-LITERACY.SPEAKINGLISTENINGDIGITALFORUMS4TH

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Discussion

1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF4TH.1

- a Reflect on who is present in a conversation and what they know about their interests, strengths, and skills. WA.ELA-LITERACY.SLDF4TH.1.A
- b Discuss expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF4TH.1.B
- c Review previous conversations when continuing a discussion. WA.ELA-LITERACY.SLDF4TH.1.C
- d Draw on experience, prior knowledge, and/or research to contribute. WA.ELA-LITERACY.SLDF4TH.1.D
- e Explain what they understood from others' contributions and ask for clarification or more information to build common understanding. WA.ELA-LITERACY.SLDF4TH.1.E
- f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF4TH.1.F
- g Summarize points of agreement or disagreement. WA.ELA-LITERACY.SLDF4TH.1.G
- h Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended. WA.ELA-LITERACY.SLDF4TH.1.H
- i Explain when, how, and why opinions or understandings have changed. WA.ELA-LITERACY.SLDF4TH.1.I
- j Review memorable and/or important moments or ideas. WA.ELA-LITERACY.SLDF4TH.1.J

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2 Students prepare for planned discussions by thinking, reading, and/or researching the topic. WA.ELA-LITERACY.SLDF4TH.2

Collaboration

3 Students collaborate on projects or tasks. WA.ELA-LITERACY.SLDF4TH.3

- a Discuss expectations, roles, and timelines, changing them when needed. WA.ELA-LITERACY.SLDF4TH.3.A
- b Connect the project or prompt to their interests, experiences, and/or community needs. WA.ELA-LITERACY.SLDF4TH.3.B
- c Prepare for meetings by completing portions of the project as agreed. WA.ELA-LITERACY.SLDF4TH.3.C
- d Review progress and discuss what needs to happen next. WA.ELA-LITERACY.SLDF4TH.3.D

Public Speaking and Presentations

4 Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning. WA.ELA-LITERACY.SLDF4TH.4

- a Identify topics from the situation, experience, imagination, reading, research (see RML4th.4) media, conversations, and/or products from W4th.1. WA.ELA-LITERACY.SLDF4TH.4.A
- b Develop content by considering what they want to communicate within the situation and what the audience already knows. WA.ELA-LITERACY.SLDF4TH.4.B
- c Use images, media, and artifacts in presentations to clarify content and support the audience's engagement. WA.ELA-LITERACY.SLDF4TH.4.C

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Voice

5 Students determine how to present themselves and their ideas. WA.ELA-LITERACY.SLDF4TH.5

a Express voice by building on strengths, experiences, and personality. WA.ELA-LITERACY.SLDF4TH.5.A

b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. WA.ELA-LITERACY.SLDF4TH.5.B

c Determine which language and/or languages support their purpose. WA.ELA-LITERACY.SLDF4TH.5.C

d Determine what they want or do not want to share and why. WA.ELA-LITERACY.SLDF4TH.5.D

6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. WA.ELA-LITERACY.SLDF4TH.6

Language **Language4th.** **Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.** WA.ELA-LITERACY.LANGUAGE4TH

Knowledge of Language

1 Students identify and discuss when and why language is used differently according to the setting. WA.ELA-LITERACY.L4TH.1

a Differentiate between contexts and situations that call for formal and informal discourse. WA.ELA-LITERACY.L4TH.1.A

b Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur. WA.ELA-LITERACY.L4TH.1.B

2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. WA.ELA-LITERACY.L4TH.2

a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately. WA.ELA-LITERACY.L4TH.2.A

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Structure and Function of English

3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and fourth grade content. WA.ELA-LITERACY.L4TH.3

- a Produce, expand, and combine simple, compound, and complex sentences, including the use of prepositional phrases. WA.ELA-LITERACY.L4TH.3.A
- b Order adjectives within sentences according to conventional patterns. WA.ELA-LITERACY.L4TH.3.B
- c Form and use modal auxiliaries to convey various conditions. WA.ELA-LITERACY.L4TH.3.C
- d Capitalize the appropriate words in titles. WA.ELA-LITERACY.L4TH.3.D
- e Use commas in addresses. WA.ELA-LITERACY.L4TH.3.E
- f Use commas and quotation marks to mark dialogue, direct speech, and quotations. WA.ELA-LITERACY.L4TH.3.F

4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. WA.ELA-LITERACY.L4TH.4

- a Determine or clarify the meaning of new and multiple-meaning words and phrases. WA.ELA-LITERACY.L4TH.4.A
- b Identify and use abstract and concrete nouns and the words that describe them. WA.ELA-LITERACY.L4TH.4.B
- c Identify and use relative pronouns and adverbs. WA.ELA-LITERACY.L4TH.4.C
- d Use frequently confused words correctly, including homonyms. WA.ELA-LITERACY.L4TH.4.D

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5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of fourth grade conversations and reading about experiences, events, and ideas. WA.ELA-LITERACY.L4TH.5

a Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word. WA.ELA-LITERACY.L4TH.5.A

b Compare words to their synonyms and antonyms to better understand nuances in their meanings. WA.ELA-LITERACY.L4TH.5.B

c Distinguish shades of meaning among words that describe states of mind or degrees of certainty. WA.ELA-LITERACY.L4TH.5.C

d Recognize and explain the meaning of simple similes, metaphors, idioms, and proverbs. WA.ELA-LITERACY.L4TH.5.D

Research and Media Literacy

Research4th . Students ask and revise questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. WA.ELA-LITERACY.RESEARCH4TH

MediaLiteracy4th. Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages. WA.ELA-LITERACY.MEDIALITERACY4TH

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Research and Inquiry

1. Students ask questions about things that make them curious and refine their questions as they learn new things about a topic. WA.ELA-LITERACY.RML4TH.1
2. Students seek answers from information sources. WA.ELA-LITERACY.RML4TH.2
    a. Generate ideas for where they might find information based on what they and/or others know about the topic. WA.ELA-LITERACY.RML4TH.2.A
    b. Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML4TH.2.B
    c. Use different technologies and different search terms to generate different results when using digital search tools. WA.ELA-LITERACY.RML4TH.2.C
    d. Talk with adults or peers with relevant experience or knowledge. WA.ELA-LITERACY.RML4TH.2.D
3. Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML4TH.3
4. Students use and/or share new learning. WA.ELA-LITERACY.RML4TH.4

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Media Literacy and Critical Thinking

5 Students identify the effects of media messages. WA.ELA-LITERACY.RML4TH.5

- a Identify how media messages make them feel and what these emotions may make them want to say or do. WA.ELA-LITERACY.RML4TH.5.A
- b Identify reasons people are more or less likely to change their minds about something when they encounter a media message. WA.ELA-LITERACY.RML4TH.5.B

6 Students identify the purposes of media messages and how those purposes are achieved. WA.ELA-LITERACY.RML4TH.6

- a Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. WA.ELA-LITERACY.RML4TH.6.A

7 Students compare different parts of media messages. WA.ELA-LITERACY.RML4TH.7

- b Determine whether statements in media messages express an opinion or can be verified as true or false. WA.ELA-LITERACY.RML4TH.7.B
- c Compare what multiple sources have to say about information that can be verified as true or false in a media message. WA.ELA-LITERACY.RML4TH.7.C
- d Describe how changing an image or the words used to describe an image can change the meaning of a media message. WA.ELA-LITERACY.RML4TH.7.D

8 Students identify people who create information sources and choices they make. WA.ELA-LITERACY.RML4TH.8

- a Identify individuals and/or organizations responsible for the content of information sources. WA.ELA-LITERACY.RML4TH.8.A
- b Identify different ways to be an expert about a particular topic. WA.ELA-LITERACY.RML4TH.8.B
- c Identify some of the choices those responsible for information sources make about what to include or exclude. WA.ELA-LITERACY.RML4TH.8.C

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9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. WA.ELA-LITERACY.RML4TH.9

a Describe how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. WA.ELA-LITERACY.RML4TH.9.A

b Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit. WA.ELA-LITERACY.RML4TH.9.B