

Grade 4

Reading: Students read, comprehend, interpret, analyze, evaluate, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories. Standards 3, 4, and 5 are prioritized. **R**

Foundational Skills

- 1** Students know and apply the basic features of print and how it is organized. **ELA.4.R.1**
 - a** Identify the distinguishing text/visual features of a given work of fiction, poetry, plays, and/or non-fiction. **ELA.4.R.1.A**
- 3** Students decode words accurately by applying grade-level phonics and word analysis skills. **ELA.4.R.3**
 - a** Use knowledge of syllable types and common division patterns to decode complex and unfamiliar words found in grade-level text. **ELA.4.R.3.A**
 - b** Use knowledge of common Greek and Latin roots and affixes to decode and determine the meaning of complex words (e.g., “biology,” “autograph,” “telescope”). **ELA.4.R.3.B**
 - c** Identify and decode words with inconsistent but common spelling sound correspondences (e.g., “choir,” “island,” “biscuit”). **ELA.4.R.3.C**
 - d** Read grade-level texts orally with accuracy, appropriate rate, and expression to support understanding, improving fluency through repeated readings. **ELA.4.R.3.D**

Comprehending and Interpreting Texts

- 4 Students comprehend and interpret texts using knowledge of language, text structures, and content to make meaning. [ELA.4.R.4](#)
- a Explain their purpose for reading and preview the text noting genre elements and text/visual features. [ELA.4.R.4.A](#)
 - b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. [ELA.4.R.4.B](#)
 - c Make and revise inferences and predictions, supporting them with evidence in the text. [ELA.4.R.4.C](#)
 - d Use a variety of strategies to maintain motivation and reconnect to the flow of reading. [ELA.4.R.4.D](#)
 - e Explain how images or words influence reader understanding and how text/visual features add to the written text's meaning. [ELA.4.R.4.E](#)
 - f Summarize a text, referring to details and examples in the text. [ELA.4.R.4.F](#)
 - g Determine the narrator's point of view. [ELA.4.R.4.G](#)
 - h Describe in depth a story's characters, setting, and major events, including characters' perspectives, drawing on specific details in the text. [ELA.4.R.4.H](#)
 - i Explain how text structure, such as cause/effect among others, shapes readers' understanding of ideas or information. [ELA.4.R.4.I](#)
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Analyzing, Evaluating, and Using Texts

- 5 Students analyze texts, introducing and attributing textual evidence when relevant. [ELA.4.R.5](#)
- a Explain how an author's choices influence readers' thoughts, feelings, or actions. [ELA.4.R.5.A](#)
 - b Describe the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. [ELA.4.R.5.B](#)
 - c Compare and contrast how two or more texts present the same story or topic. [ELA.4.R.5.C](#)
- 6 Students evaluate texts. [ELA.4.R.6](#)
- a Explain their opinion about a text, providing relevant details. [ELA.4.R.6.A](#)
 - b Evaluate how effectively illustrations, descriptions, text features, or language support understanding, using shared criteria. [ELA.4.R.6.B](#)
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Writing: Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content.

Writing Purposes and Products

Standards 1, 3, and 5 are prioritized. W

- 1 Students compose multimodal texts in a variety of genres across content areas for a variety of purposes. [ELA.4.W.1](#)
 - a Compose in order to describe experiences, ideas, and imaginings. [ELA.4.W.1.A](#)
 - b Compose in order to record observations and/or inform others about their observations and explanations of the world. [ELA.4.W.1.B](#)
 - c Compose in order to take and defend a position on an issue. [ELA.4.W.1.C](#)
 - d Compose in order to persuade others to consider new options, resolve conflicts, and create and strengthen communities. [ELA.4.W.1.D](#)
 - e Compose in order to tell stories and narratives. [ELA.4.W.1.E](#)
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Plan and Draft

- 2 Students plan and complete writing projects. [ELA.4.W.2](#)
 - a Develop writing ideas by drawing from interests, experiences, knowledge, or research. [ELA.4.W.2.A](#)
 - b Determine the audience and what they may already know, think, and/or feel about the topic. [ELA.4.W.2.B](#)
 - c Sequence and organize the process for completing a writing project or task, adjusting plans as needed. [ELA.4.W.2.C](#)
- 3 Students draft content within the genre, using tools effectively. [ELA.4.W.3](#)
 - a Generate ideas for topics, genres, and materials. [ELA.4.W.3.A](#)
 - b Gather ideas and select material from research, images, and/or multimedia artifacts that illustrates and supports their ideas, identifying when and how it's fair to use the creative work of others. [ELA.4.W.3.B](#)
 - c Select text/visual features, formatting, and/or genre conventions to follow or adapt from mentor texts. [ELA.4.W.3.C](#)
 - d Develop descriptions using concrete, sensory details. [ELA.4.W.3.D](#)
 - e Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using linking words to connect ideas. [ELA.4.W.3.E](#)
 - f Examine and make connections between information and ideas within a topic. [ELA.4.W.3.F](#)
 - g Support a position with reasons, using linking words, phrases, and clauses. [ELA.4.W.3.G](#)
 - h Use language to persuade others with feelings, logical reasonings, evidence, and examples. [ELA.4.W.3.H](#)
 - i Develop a clear sequence of events for stories by using a variety of narrative techniques (e.g., details to elaborate, dialogue, pacing) to develop events and characters and show characters' responses to events. [ELA.4.W.3.I](#)
 - j Attribute sources in ways that are consistent with the genre. [ELA.4.W.3.J](#)

- 4 Students organize content using the genre's structure. [ELA.4.W.4](#)
 - a Craft introductions using a variety of strategies. [ELA.4.W.4.A](#)
 - b Organize related content in paragraphs and sections. [ELA.4.W.4.B](#)
 - c Compose a concluding statement or section. [ELA.4.W.4.C](#)

Revise and Edit

- 5 Students evaluate, revise, and edit their compositions using a variety of strategies, including effective use of technology. [ELA.4.W.5](#)
 - a Re-read draft for clarity and to determine next steps. [ELA.4.W.5.A](#)
 - b Gather and consider using feedback about their compositions. [ELA.4.W.5.B](#)
 - c Revise by using what they learned from re-reading and feedback. [ELA.4.W.5.C](#)
 - d Edit for mechanics, conventions, and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K–4.] [ELA.4.W.5.D](#)

Share and Publish

- 6 Students share and publish compositions for known and trusted audiences in ways that reinforce the communicative purposes of writing. [ELA.4.W.6](#)
 - a Identify who can access compositions on digital and non-digital platforms, now and in the future, and how those people might react. [ELA.4.W.6.A](#)

Speaking, Listening, and Digital Forums: Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content. Standards 1 and 3 are prioritized. [SLDF](#)

Discussion

- 1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. [ELA.4.SLDF.1](#)
 - a Maintain expectations for engaging with and including other participants, especially in digital forums. [ELA.4.SLDF.1.A](#)
 - b Describe the people, places, things, events, information, and emotions they are referring to with specific details. [ELA.4.SLDF.1.B](#)
 - c Express ideas clearly by drawing on experience, prior knowledge, and/or research. [ELA.4.SLDF.1.C](#)
 - d Connect statements to others' contributions to develop common understanding, build community, and propel conversation. [ELA.4.SLDF.1.D](#)
 - e Ask for clarification or more information and/or explain what they understood. [ELA.4.SLDF.1.E](#)
 - f Respond to feedback about how others understood their communication, especially in a digital forum format. [ELA.4.SLDF.1.F](#)
 - g Explain when, how, or why their opinions or understandings changed. [ELA.4.SLDF.1.G](#)
 - h Summarize points of agreement or disagreement from the discussion. [ELA.4.SLDF.1.H](#)

Collaboration

- 2 Students collaborate on projects or tasks. [ELA.4.SLDF.2](#)
 - a Discuss expectations, reviewing and changing them when needed. [ELA.4.SLDF.2.A](#)
 - b Contribute towards shared goals by building on strengths. [ELA.4.SLDF.2.B](#)
 - c Communicate to build community by addressing concerns and considering others' strengths and perspectives. [ELA.4.SLDF.2.C](#)

Public Speaking and Presentations

- 3 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. [ELA.4.SLDF.3](#)
 - a Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.4.W.1. [ELA.4.SLDF.3.A](#)
 - b Develop content by considering what they want to communicate within the situation and what the audience already knows. [ELA.4.SLDF.3.B](#)
 - c Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. [ELA.4.SLDF.3.C](#)
 - d Attribute sources used. [ELA.4.SLDF.3.D](#)

Voice

- 4 Students determine how to present themselves and their ideas in different contexts. [ELA.4.SLDF.4](#)
 - a Express a distinct voice through thoughtful word choice by drawing on their strengths, experience, and attitudes. [ELA.4.SLDF.4.A](#)
 - b Determine what they choose to share or keep private based on the audience, purpose, and context of the interaction. [ELA.4.SLDF.4.B](#)
- 5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. [ELA.4.SLDF.5](#)

Language: Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. Standards 2 and 3 are prioritized. [L](#)

Knowledge of Language

- 1 Students identify and discuss when and why language is used differently according to the context. [ELA.4.L.1](#)
 - a Differentiate between contexts that call for formal and informal language. [ELA.4.L.1.A](#)
 - b Determine literal and colloquial meanings of words and phrases in context. [ELA.4.L.1.B](#)

Structure and Functions of English

- 2 Students produce, expand, combine, and refine sentences in conversations and writing about experiences, events, and ideas. [ELA.4.L.2](#)
 - a Produce, expand, and combine simple, compound, and complex sentences, including prepositional phrases, to clarify relationships among ideas. [ELA.4.L.2.A](#)
 - b Use adjectives, verb forms, and modal auxiliaries to communicate details and relationships among ideas. [ELA.4.L.2.B](#)
 - c Use progressive verb tenses to communicate sequence and timing. [ELA.4.L.2.C](#)
 - 3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to with accuracy. [ELA.4.L.3](#)
 - a Use context, roots, affixes, word relationships, and reference materials to clarify the meaning of unfamiliar words and phrases. [ELA.4.L.3.A](#)
 - b Use abstract and concrete nouns with descriptive language. [ELA.4.L.3.B](#)
 - c Use frequently confused words correctly, including commonly confused homonyms. [ELA.4.L.3.C](#)
 - 4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. [ELA.4.L.4](#)
 - a Recognize and explain the meaning of simple similes, metaphors, adages, idioms, and proverbs. [ELA.4.L.4.A](#)
 - b Compare words to their synonyms and antonyms to understand and express nuances in meaning. [ELA.4.L.4.B](#)
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Foundational Written Language (Encoding and Transcription)

- 5 Students develop fluent and accurate writing skills. [ELA.4.L.5](#)
 - a Write complete sentences that use correct grammar and varied sentence structures. [ELA.4.L.5.A](#)
 - b Spell multisyllabic words by breaking them into syllables and applying known syllable types and knowledge of prefixes, suffixes, and base or root words. [ELA.4.L.5.B](#)
 - c Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling. [ELA.4.L.5.C](#)
 - d Use commas and quotation marks to mark dialogue, direct speech, and quotations. [ELA.4.L.5.D](#)
 - e Develop automaticity in spelling and handwriting and/or other modalities to support written expression. [ELA.4.L.5.E](#)
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Research and Media Literacy: Students ask and revise questions, seek answers using relevant tools and

Research and Inquiry

techniques to select and access sources, and use their learning. Students think critically about reactions to media messages, purposes and parts of media messages, and people responsible for media messages. Standards 1 and 4 are prioritized. This is the first time standard 4 is prioritized. RML

- 1** Students engage in research and inquiry by asking questions and seeking answers from information sources. [ELA.4.RML.1](#)
 - a** Ask questions about things that make them curious and refine their questions as they learn new things about the topic. [ELA.4.RML.1.A](#)
 - b** Generate ideas for where they might find information based on what they and/or others know about the topic. [ELA.4.RML.1.B](#)
 - c** Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge. [ELA.4.RML.1.C](#)
 - d** Compare different search terms, different search results, and different digital search tools. [ELA.4.RML.1.D](#)
 - e** Gather relevant information using a variety of strategies. [ELA.4.RML.1.E](#)
 - f** Use and/or share new learning. [ELA.4.RML.1.F](#)

Media Literacy

- 2** Students describe reactions to media messages. [ELA.4.RML.2](#)
 - a** Describe how people's different ways of looking at things affect their reactions to media messages. [ELA.4.RML.2.A](#)
 - b** Describe how media messages make them feel and what these emotions may make them want to say or do. [ELA.4.RML.2.B](#)
 - c** Describe reasons people are more or less likely to change their minds about something when they encounter a media message. [ELA.4.RML.2.C](#)
- 3** Students identify the purposes of media messages and how those purposes are achieved. [ELA.4.RML.3](#)
 - 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. [ELA.4.RML.3.A](#)
- 4** Students compare different parts of media messages. [ELA.4.RML.4](#)
 - a** Determine whether statements can be either true or false, express an opinion, or take a position. [ELA.4.RML.4.A](#)
 - b** Compare what multiple sources have to say about information that is either true or false in a media message. [ELA.4.RML.4.B](#)
 - c** Describe how changing an image or the words used to describe an image can change the meaning of a media message. [ELA.4.RML.4.C](#)
 - d** Identify facts and reasons that support a position. [ELA.4.RML.4.D](#)

- 5 Students identify people who create media messages and choices they make. [ELA.4.RML.5](#)
- a Distinguish between people responsible for the content of a media message and platforms that deliver media messages. [ELA.4.RML.5.A](#)
 - b Identify different ways to be an expert about a particular topic. [ELA.4.RML.5.B](#)
 - c Identify choices made by those responsible for media messages about what to include or exclude. [ELA.4.RML.5.C](#)