**USD #312 CURRICULAR STANDARDS FOR**

**RL**

**ENGLISH LANGUAGE ARTS**

***CHECKLIST*:** **Grade 4 Standards for *Reading Literature***

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Key Ideas and Details** | | | | | |
| **RL 4.1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |  |  |
| **RL 4.2:** Determine the theme of a story, drama, or poem from details in the text; summarize the text. |  |  |  |  |  |
| **RL 4.3**: 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).* |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| **RL 4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology *(e.g., Herculean).* |  |  |  |  |  |
| **RL 4.5:** Explain major differences between poems, drama, and prose, and refer to the structural  elements of poems *(e.g., verse, rhythm, meter)* and drama *(e.g., casts of characters, settings,  descriptions, dialogue, stage directions)* when writing or speaking about a text. |  |  |  |  |  |
| **RL 4.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| **RL 4.7:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |  |  |  |  |  |
| **RL 4.8:** (Not applicable for literature) |  |  |  |  |  |
| **RL 4.9:** Compare and contrast the treatment of similar themes and topics *(e.g., opposition of good and evil)* and patterns of events *(e.g., the quest)* in stories, myths, and traditional literature from different cultures. |  |  |  |  |  |

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| **Language in Reading: Literature** | | | | | |
| **RL 4.10:** Use knowledge of language and its conventions when reading. |  |  |  |  |  |
| **RL 4.11:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on  Grade 4 reading and content, choosing flexibly from a range of strategies. |  |  |  |  |  |
| **RL 4.11 a:** Use context as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| **RL 4.11 b:** Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word. |  |  |  |  |  |
| **RL 4.11 c:** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |  |  |  |  |  |
| **RL 4.12:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| **RL 4.12 a:** Explain the meaning of simple similes and metaphors in context. |  |  |  |  |  |
| **RL 4.12 b:** Recognize and explain the meaning of common idioms, adages, and proverbs in context. |  |  |  |  |  |
| **RL 4.12 c:** Demonstrate understanding of words by relating them to their opposites *(antonyms)* and to words with similar but not identical meanings *(synonyms).* |  |  |  |  |  |
| **Range of Reading and Level of Text** | | | | | |
| **RL 4.10:** Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

**RI**

***CHECKLIST*:** **Grade 4 Standards for *Reading Informational Text***

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Key Ideas and Details** | | | | | |
| **RI 4.1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |  |  |
| **RI 4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. |  |  |  |  |  |
| **RI 4.3**: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| **RI 4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |  |  |  |  |  |
| **RI 4.5:** Describe the overall structure *(e.g., chronology, comparison, cause/effect, problem/solution)* of events, ideas, concepts, or information in a text or part of a text. |  |  |  |  |  |
| **RI 4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| **RI 4.7:** Interpret information presented visually, orally, or quantitatively *(e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)* and explain how the information contributes to an understanding of the text in which it appears. |  |  |  |  |  |
| **RI 4.8:** Explain how an author uses reasons and evidence to support particular points in a text. |  |  |  |  |  |
| **RI 4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |  |  |  |

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| **Language in Reading: Informational** | | | | | |
| **RI 4.10:** (Apply acquired skills in writing and speaking.) |  |  |  |  |  |
| **RI 4.11:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. |  |  |  |  |  |
| **RI 4.11 a:** Use context as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| **RI 4.11 b:** Use common Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word. |  |  |  |  |  |
| **RI 4.11 c:** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |  |  |  |  |  |
| **RI 4.12:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| **RI 4.12 a:** Explain the meaning of simple similes and metaphors in context. |  |  |  |  |  |
| **RI 4.12 b:** Recognize and explain the meaning of common idioms, adages, and proverbs in context. |  |  |  |  |  |
| **RI 4.12 c:** Demonstrate understanding of words by relating them to their opposites *(antonyms)* and to words with similar but not identical meanings *(synonyms).* |  |  |  |  |  |
| **Range of Reading Level and Text Complexity** | | | | | |
| **RI 4.10:** Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

**RF**

***CHECKLIST*:** **Grade 4 Standards for *Foundational Skills***

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| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **Print Concepts** | | | | | |
| **RF 4.1**: Not applicable to grade 4 |  |  |  |  |  |
| **Phonological Awareness** | | | | | |
| **RF 4.2:** Not applicable to grade 4 |  |  |  |  |  |
| **Phonics and Word Recognition** | | | | | |
| **RF 4.3**: Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology *(e.g., roots and affixes)* to read unfamiliar multisyllabic words accurately in context and out of context. |  |  |  |  |  |
| **Fluency** | | | | | |
| **RF 4.4**: Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  |  |
| **RF 4.4 A**: Read on-level text with purpose and understanding. |  |  |  |  |  |
| **RF 4.4 B**: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |  |  |
| **RF 4.4 C**: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

**SL**

***CHECKLIST*:** **Grade 4 Standards for *Speaking and Listening***

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Comprehension and Collaboration** | | | | | |
| **SL 4.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. | | | | | |
| - one-one-one |  |  |  |  |  |
| - group |  |  |  |  |  |
| - teacher-led |  |  |  |  |  |
| **SL 4.1 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. |  |  |  |  |  |
| **SL 4.1 b:** Follow agreed-upon rules for discussions and carry out assigned roles. |  |  |  |  |  |
| **SL 4.1 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. |  |  |  |  |  |
| **SL 4.1 d**: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |  |  |  |  |  |
| **SL 4.2**: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |  |  |
| **SL 4.3**: Identify the reasons and evidence a speaker provides to support particular points. |  |  |  |  |  |
| **Presentation of Knowledge and Ideas** | | | | | |
| **SL 4.4:** Report 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. |  |  |  |  |  |
| **SL 4.5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |  |  |  |  |  |
| **SL 4.6:** Differentiate between contexts that call for formal English *(e.g., presenting ideas)* and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS**

**SL**

***CHECKLIST*:** **Grade 4 Standards for *Speaking and Listening***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language in Speaking and Listening** | | | | | |
| **SL 4.7:** Demonstrate command of the conventions of standard English grammar and usage when speaking. |  |  |  |  |  |
| **SL 4.7 a:** Choose words and phrases to convey ideas precisely. |  |  |  |  |  |
| **SL 4.7 b:** Use relative pronouns. |  |  |  |  |  |
| **SL 4.7 c:** Form and use the progressive verb tenses. |  |  |  |  |  |
| **SL 4.7 d:** Use modal auxiliaries (e.g., can, must) to convey various conditions. |  |  |  |  |  |
| **SL 4.7 e:** Order adjectives within sentences according to conventional patterns. |  |  |  |  |  |
| **SL 4.7 f:** Form and use prepositional phrases. |  |  |  |  |  |
| **SL 4.7 g:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |  |  |  |  |  |
| **SL 4.7 h:** Correctly use frequently confused words. |  |  |  |  |  |
| **SL 4.7 i:** Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. |  |  |  |  |  |
| **SL 4.8:** 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 and that are basic to a particular topic. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR ENGLISH**

**W**

**LANGUAGE ARTS**

***CHECKLIST*:** **Grade 4 Standards for *Writing***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard** | | **Dates Taught** | | | | | | | | **Notes** |
| **Types and Purposes** | | | | | | | | | | |
| **W 4.1**: **OPINION**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | | | | | | | |
| **W 4.1 a**: Know the difference between fact and opinion. | |  | |  | |  | |  | |  |
| **W 4.1 b**: 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. | |  | |  | |  | |  | |  |
| **W 4.1 c**: Provide reasons that are supported by facts and details. | |  | |  | |  | |  | |  |
| **W 4.1 d**: Link opinion and reasons using words and phrases *(e.g., for instance, in order to, in  addition).* Provide a concluding statement or section related to the opinion presented. | |  | |  | |  | |  | |  |
| **W 4.2**: **EXPLANATORY:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | | | | | | | |
| **W 4.3**: **NARRATIVE:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences. | | | | | | | | | | |
| **Production and Distribution of Writing** | | | | | | | | | | |
| **W 4.4**: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  | |  | |  | |  | |  | |
| **W 4.5:** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. |  | |  | |  | |  | |  | |
| **W 4.6**: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |  | |  | |  | |  | |  | |
| **Research to Build and Present Knowledge** | | | | | | | | | | |
| **W 4.7:** Conduct short research projects that build knowledge of a topic. |  | |  | |  | |  | |  | |
| **W 4.8**: Recall relevant information from multiple print and digital sources; take notes and categorize information, and provide a list of sources. |  | |  | |  | |  | |  | |
| **W 4.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. |  | |  | |  | |  | |  | |

**USD #312 CURRICULAR STANDARDS FOR ENGLISH**

**W**

**LANGUAGE ARTS**

***CHECKLIST*:** **Grade 4 Standards for *Writing***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language in Writing** | | | | | |
| **W 4.10:** Write routinely over extended time frames *(as for research, reflection, and revision)* for a range of purposes and audiences. |  |  |  |  |  |
| **W 4.10 a:** Choose words and phrases to convey ideas precisely. |  |  |  |  |  |
| **W 4.10 b:** Form and use relative pronouns and relative adverbs. |  |  |  |  |  |
| **W 4.10 c:** Form and use the progressive verb tenses. |  |  |  |  |  |
| **W 4.10 d:** Use modal auxiliaries *(e.g., can, must) to* convey various conditions. |  |  |  |  |  |
| **W 4.10 e:** Order adjectives within sentences according to conventional patterns. |  |  |  |  |  |
| **W 4.10 f:** Form and use prepositional phrases. |  |  |  |  |  |
| **W 4.10 g :** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |  |  |  |  |  |
| **W 4.10 h:** Correctly use frequently confused words *(e.g., to, too, two)* |  |  |  |  |  |
| **W 4.10 i:** Choose punctuation for effect. |  |  |  |  |  |
| **W 4.11:** Demonstrate command of the conventions of standard English capitalzation, punctution, and spelling when writing. |  |  |  |  |  |
| **W 4.11 a:** Use correct capitalization. |  |  |  |  |  |
| **W 4.11 b:** Use commas and quotation marks to mark direct speech and quotations from a text. |  |  |  |  |  |
| **W 4.11 c:** Use a comma before a coordinating conjunction in a compound sentence. |  |  |  |  |  |
| **W 4.11 d:** Spell grade-appropriate words correctly, consulting references as needed. |  |  |  |  |  |
| **Range of Writing** | | | | | |
| **W 4.12:** Write routinely over extended time frames *(time for research, reflection, and revision)* and shorter time frames *(a single sitting or a day or two) for* a range of discipline-specific tasks, purposes, and audiences. |  |  |  |  |  |