

English Language Arts (ELA)
Grade-Level Expectations: Fourth Grade

Reading and Responding

Standard 1:

1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1)
2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)
3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)
4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)
5. Identify a variety of story elements, including:
 - the impact of setting on character
 - multiple conflicts
 - first- and third-person points of view
 - development of theme (ELA-1-E4)
6. Identify literary devices, including metaphor and hyperbole (ELA-1-E4)
7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)
8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)
9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7)
10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)

Standard 6:

11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)
12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2)
13. Identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3)

Standard 7:

14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:
 - sequencing events and steps in a process
 - explaining how the setting impacts other story elements, including the characters' traits and actions
 - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations
 - confirming or denying a prediction about information in a text
 - comparing and contrasting story elements or information within and across texts
 - identifying stated main ideas and supporting details
 - making simple inferences (ELA-7-E1)
15. Justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2)
16. Distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3)
17. Explain in oral or written responses how an author's life and times are reflected in a text (ELA-7-E3)

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18. Explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)
19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - supporting differences between fact and opinion with information from texts
 - skimming and scanning texts for various purposes (e.g., locating information, verifying facts)
 - identifying cause-effect relationships in texts and real-life situations
 - generating questions to guide examination of topics in texts and real-life situations
 - explaining connection between information from texts and real-life experiences (ELA-7-E4)

Writing

Standard 2:

20. Write compositions of at least three paragraphs organized with the following:
 - a clearly stated central idea
 - an introduction and a conclusion
 - a middle developed with supporting details
 - a logical, sequential order
 - transitional words and phrases that unify points and ideas (ELA-2-E1)
21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1)
22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2)
23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:
 - selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
 - drafting
 - conferencing with peers and teachers
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using available technology (ELA-2-E3)
24. Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description (ELA-2-E4)
25. Use a variety of literary devices, including hyperbole and metaphor, in compositions (ELA-2-E5)
26. Write for various purposes, including:
 - formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure
 - informational reports that include facts and examples and that present important details in a logical order
 - book reports that include an opinion and/or a persuasive viewpoint (ELA-2-E6)

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Writing/Proofreading

Standard 3:

27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1)
28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)
29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs (ELA-3-E2)
30. Write using standard English structure and usage, including:
 - using active and passive voices of verbs
 - avoiding writing with sentence fragments and run-on sentences (ELA-3-E3)
31. Apply knowledge of parts of speech in writing, including:
 - selecting and using common interjections appropriately
 - identifying and using transitive and intransitive verbs correctly
 - identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect
 - using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
32. Use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5)
33. Alphabetize to the fourth and fifth letters (ELA-3-E5)

Speaking and Listening

Standard 4:

34. Adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1)
35. Interpret, follow, and give multi-step directions (ELA-4-E2)
36. Deliver presentations that include the following:
 - information drawn from several sources and identification of the sources
 - effective introductions and conclusions
 - details, examples, anecdotes, or statistics that explain or clarify information
 - information selected to persuade or influence the audience (ELA-4-E4)
37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
38. Adjust speaking content according to the needs of the audience (ELA-4-E5)
39. Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print (ELA-4-E6)
40. Identify the effectiveness and dynamics of group process and cooperative learning (ELA-4-E7)

Information Resources

Standard 5:

41. Locate information using organizational features of a variety of resources, including:
 - electronic information such as keyword searches, passwords, and entry menu features
 - print materials such as indices, glossaries, table of contents, title pages, and map legends (ELA-5-E1)
42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1)
43. Evaluate the usefulness of information selected from multiple sources, including:
 - library and online databases
 - electronic reference works
 - Internet information
 - community and government data

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- interviews
 - experiments
 - surveys (ELA-5-E2)
44. Use keywords and phrases to take notes from oral, written, and electronic media sources (ELA-5-E3)
 45. Paraphrase or summarize information from a variety of sources (ELA-5-E3)
 46. Construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
 47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4)
 48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format (ELA-5-E5)
 49. Define *plagiarism* (ELA-5-E5)
 50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6)