

**Grade 4**  
**Reading English Language Arts**  
**End of Year Competencies**

**FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

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 accurately unfamiliar multi-syllabic words in context and out of context.

**READING LITERATURE**

**Key Ideas & Details**

- ❖ Refer to and cite details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ Determine a theme of a text from details in the text; summarize the text.
- ❖ 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 & Structure**

- ❖ Determine the meaning of words and phrases as they are used in a text, including figurative language.
- ❖ Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.
- ❖ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- ❖ Compare and contrast an event told from two different points of view.

**Integration of Knowledge**

- ❖ Make connections between a text of a story or drama and visual or oral presentation of the text identifying where each version reflects specific descriptors and directions in the text.
- ❖ 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 text.

**READING INFORMATIONAL TEXT**

**Key Ideas & Details**

- ❖ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❖ Explain events, procedures, ideas, or concepts in informational text (e.g. historical, scientific, technical text) including what happened and why, based on specific information in the text.

**Craft & Structure**

- ❖ Determine the meaning of general academic and domain-specific words or phrases in a grade-level text including interpretation of figurative language.
- ❖ Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.
- ❖ Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- ❖ Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- ❖ Compare and contrast an event or topic told from two different points of view.

**Integration of Knowledge**

- ❖ 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 understanding the text in which they appear.
- ❖ Explain how an author uses reasons and evidence to support particular points in a text.
- ❖ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**SPEAKING AND LISTENING**

**Comprehension & Collaboration**

Engage effectively in a range of collaborative discussions on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- ❖ 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.
- ❖ Follow agreed-upon rules for discussions.
- ❖ 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.
- ❖ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- ❖ Paraphrase portions of written texts read aloud or information presented in diverse media including visually, quantitatively or orally.
- ❖ Identify the reasons and evidence a speaker provides to support particular points.

**Presentation of Knowledge & Ideas**

- ❖ 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 with adequate volume at an appropriate pacing.
- ❖ 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.

## WRITING

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

- ❖ **Focus:** Introduce a topic or text clearly and state an opinion.
- ❖ **Content:** Provide reasons that are supported by facts and details.
- ❖ **Organization:** Create an organizational structure in which related ideas are grouped to support the writer's purpose. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented.
- ❖ **Style:** Choose words and phrase to convey ideas precisely.

**Write informative/explanatory texts** to examine a topic and convey ideas and information clearly.

- ❖ **Focus:** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- ❖ **Content:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- ❖ **Organization:** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). Provide a concluding statement or section related to the information or explanation presented.
- ❖ **Style:** Choose words and phrase to convey ideas precisely. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Write narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- ❖ **Focus:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- ❖ **Content:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- ❖ **Organization:** Use a variety of transitional words and phrases to manage the sequence of events. Provide a conclusion that follows from the narrated experiences or events.
- ❖ **Style:** Use concrete words and phrases and sensory details to convey experiences and events precisely.

### **Production and Distribution of Writing**

- ❖ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- ❖ 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.
- ❖ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## LANGUAGE

### **Conventions of Standard English**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- ❖ Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- ❖ Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- ❖ Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- ❖ Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- ❖ Form and use prepositional phrases.
- ❖ Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
- ❖ Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- ❖ Use correct capitalization.
- ❖ Use commas and quotation marks to mark direct speech and quotations from a text.
- ❖ Use a comma before a coordinating conjunction in a compound sentence.
- ❖ Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

Use knowledge of language and conventions when writing speaking, reading or listening.

- ❖ Choose words and phrases to convey ideas precisely.
- ❖ Use punctuation for effect.
- ❖ Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. Small group discussion).

### **Vocabulary Acquisition and Use**

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

- ❖ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- ❖ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- ❖ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- ❖ Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- ❖ Recognize and explain the meaning of common idioms, adages, and proverbs.
- ❖ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).

### **Research to Build and Present Knowledge**

- ❖ Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- ❖ Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- ❖ Draw evidence from literary or informational texts to support analysis, reflection, and research.