

## Reading Standards for Literature

### Key Ideas and Details

4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.2—Determine a theme of a story, drama, or poem from details in the text; summarize the text.

### Crafts and Structure

4.RL.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

### Range of Reading and Level of Text Complexity

## Reading Standards for Informational Text

### Key Ideas and Details

4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.



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## **Craft and Structure**

4.RI.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.

## **Integration of Knowledge and Ideas**

## **Range of Reading and Level of Text Complexity**

## **Reading Standards: Foundational Skills**

### **Print Concepts**

### **Phonological Awareness**

### **Phonics and Word Recognition**

### **Fluency**

## **Writing Standards**

### **Text Types and Purposes**

4.W.1—Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. 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.
- b. Provide reasons that are supported by facts and details.



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- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

#### 4.W.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

#### 4.W.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

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



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## Range of Writing (begins in grade 3)

### Standards for Speaking and Listening

#### Comprehension and Collaboration

#### Presentation of Knowledge and Ideas

### Language Standards

#### Conventions of Standard English

#### 4.L.1—Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.

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

#### 4.L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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



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## Knowledge of Language

### Vocabulary Acquisition and Use

4.L.4—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.

- a. Use context (e.g., definitions, examples, or restatement in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. 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.



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