

FOURTH GRADE ENGLISH LANGUAGE ARTS

Speaking and Listening

- 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.

Reading

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme with scaffolding as needed of a story, drama, or poem from details in the text with scaffolding as needed; summarize the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive in order to read primary and secondary sources (i.e. diary entry).
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive in order to read primary and secondary sources (i.e. science journal entry/notes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information using clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Write informative/explanatory pieces to examine a topic and convey ideas and information clearly using clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

