



4th Grade ELA

Course Description: Fourth grade students at Oconto Elementary School will develop a deeper understanding of reading, writing, listening, and speaking through a variety of interactive instructional practices.

Domain: Reading Literature

Priority Standard: RL.4.1 Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Students will refer to details and examples when explaining what the text says explicitly.
- Students will refer to details and examples when drawing inferences from the text.

Priority Standard: RL.4.3 Students will 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).

- Students will support their in-depth descriptions of a character with specific details in the text.
- Students will support their in-depth descriptions of the setting with specific details in the text.
- Students will support their in-depth descriptions of an event with specific details in the text.

Priority Standard: 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.

- Compare and contrast themes across different types of literature.
- Compare and contrast topics across different types of literature.
- Compare and contrast patterns of events across different types of literature.

Domain: Reading Informational Texts

Priority Standard: RI.4.2 Students will determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Students will summarize the text.
- Students will determine the main idea and provide key details to support the main idea.

Priority Standard: RI.4.5 Students will 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.

- Students will identify and describe the characteristics of informational text structures including chronology, comparison, cause/effect, and problem/solution.
- Students will describe the structure of events, ideas, concepts or information in an independent or shared text.

Priority Standard: RI.4.8 Students will explain how an author uses reasons and evidence to support particular points in a text.

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Domain: Foundational Skills

Priority Standard: RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Students will read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Domain: Writing

Priority Standard: W.4.1 Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Students will produce clear and coherent writing, including an introduction and conclusion, that is appropriate to the intended audience.
- Students will write opinion pieces that are supported with reasons and information.

Priority Standard: W.4.2 Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Students will produce clear and coherent writing, including an introduction and conclusion, that is appropriate to the intended audience.

- Students will develop their topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Students will use precise language and domain-specific vocabulary to inform about or explain the topic.

Priority Standard: W.4.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Students will produce clear and coherent writing, including an introduction and conclusion, that is appropriate to the intended audience.
- Students will use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Students will use a variety of transitional words and phrases to manage the sequence of events.
- Students will use concrete words and phrases and sensory details to convey experiences and events precisely.

Domain: Speaking and Listening

Priority Standard: SL.4.1 Students will 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.

- Follow agreed-upon rules and structures for discussions.

Domain: Language

Priority Standard: L.4.1 Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.

- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

Priority Standard: L.4.2 Students will demonstrate a 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.

Priority Standard: L.4.4 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.

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

These standards and learning targets will be reported on at the end of each grading period. If you have questions regarding any standards or learning target, please contact the building principal.