

## Fourth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can draw inferences from a text and refer to details and examples in the text when explaining my inferences.	RL 1-1
	2	I can determine the theme of a piece of literature.	RL 2-1
	2	I can summarize a piece of literature.	RL 2-2
	3	I can use specific details from the story to describe a character in depth.	RL 3-1
	3	I can use specific details from the story to describe a setting in depth.	RL 3-2
	3	I can use specific details from the story to describe an event in depth.	RL 3-3
	4	I can determine the meaning of words and phrases based on how they are used in a text.	RL 4-1
	4	I can identify the meaning of words that are allusions.	RL 4-2
	5	I can refer to structural elements to explain major differences among poems, drama, and prose.	RL 5-1
	6	I can compare and contrast the viewpoint of different stories, especially in first- and third-person narration.	RL 6-1
	7	I can make connections between the written text of a story and a visual or oral	RL 7-1

		presentation of the text.	
	8	<a href="#">Not applicable to literature.</a>	
	9	I can compare and contrast themes, topics, and plot patterns of literature from various cultures.	RL 9-1
	10	I can read and comprehend literature appropriate for fourth grade.	RL 10-1
Reading: Informational Text	1	I can draw inferences from a text and refer to details and examples in the text when explaining my inferences.	RI 1-1
	2	I can determine the main idea of a text and explain how it is supported by key details.	RI 2-1
	2	I can summarize a piece of informational text.	RI 2-2
	3	I can explain events, ideas, or procedures from an informational text and use the text to support my explanation.	RI 3-1
	4	I can determine the meaning of words or phrases in a grade 4 text.	RI 4-1
	5	I can describe the structure used in a piece of informational text.	RI 5-1
	6	I can explain differences in focus and information provided between a firsthand and secondhand account of the same event.	RI 6-1
	7	I can interpret information that is presented orally.	RI 7-1
	7	I can explain how information presented orally contributes to my understanding of a text.	RI 7-2
	8	I can explain how an author uses reasons and evidence to support his/her points.	RI 8-1
	9	I can combine information from two texts on the same topic to write or speak about the subject.	RI 9-1
	10	I can read and comprehend informational text appropriate for fourth grade.	RI 10-1
Reading	1	<a href="#">Not covered in fourth grade.</a>	

Foundational Skills	2	Not covered in fourth grade.	
	3a	I can use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.	RF 3a-1
	4a	I can read fourth grade text with purpose and understanding.	RF 4a-1
	4b	I can read fourth grade text aloud with accuracy, expression, and appropriate rate.	RF 4b-1
	4c	I can use strategies to understand unknown words.	RF 4c-1
Writing	1	I can write an opinion piece that supports a point of view, where I:	W 1-1
		a - introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose,	
		b - provide reasons that are supported by facts and details,	
		c - use linking words to give a reason to support my opinion, and	
		d - provide a concluding section or statement.	
	2	I can write an informative piece, which examines a topic, where I:	W 2-1
		a - introduce a topic and group related information and include formatting and illustrations when helpful,	
		b - use facts, definitions, details, and quotations to develop the topic,	
		c - use linking words to connect ideas within categories, and	
		d - provide a concluding statement or section.	
	3	I can write a real or imagined narrative piece where I:	W 3-1
		a - establish a situation, introduce a narrator, and organize an appropriate sequence,	
		b - use dialogue and descriptions to develop events and characters,	
		c - use transitional words and phrases to manage sequence of events,	
		d - use concrete words and phrases and sensory details,	

		e - provide some sense of closure.	
	4	I can produce piece of writing that are appropriate for fourth grade tasks, purposes, and audiences.	W 4-1
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1
	6	I can use digital tools to produce and publish my work.	W 6-1
	6	I can use the internet to interact and collaborate with my peers on writing projects.	W 6-2
	6	I can demonstrate a command of keyboarding skills to type a page in one setting.	W 6-3
	7	I can conduct a short research project to build knowledge about a topic.	W 7-1
	8	I can use provided sources to find information, take notes on sources, and categorize my notes.	W 8-1
	8	I can provide a list of sources used for a research project.	W 8-2
	9a	I can use evidence from literature to support analysis, reflection, and research.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research.	W9b-1
	10	I can write for a range of time and tasks.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by responding to things others say.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions and carry-out my assigned roles.	SL 1b-1
	1c	I can ask questions to clear up my confusion about a presentation.	SL 1c-1
	1c	I can make comments that contribute to a discussion.	SL 1c-2
	1d	I can explain my own ideas and understanding as they connect to the discussion.	SL 1d-1
	2	I can paraphrase portions of a text read aloud or presented visually.	SL 2-1
	3	I can identify the reasons and evidence a speaker gives to support points.	SL 3-1
	4	I can speak clearly and audibly while reporting on a topic or telling a story or experience in an organized manner.	SL 4-1

	5	I can add audio recordings or visual displays to enhance a presentation.	SL 5-1
	6	I can differentiate between a project that calls for formal English and ones that allow	SL 6-1
		use of informal discourse.	
	6	I can use formal English when appropriate to tasks and situation.	SL 6-2
Language	1a	I can use relative pronouns.	L 1a-1
	1a	I can use relative adverbs.	L 1a-2
	1b	I can form and use progressive verb tenses.	L 1b-1
	1c	I can use modal auxiliary verbs (shall, might, can, must, etc.)	L 1c-1
	1d	I can use adjectives in conventional order. (small, red bag NOT red, small bag)	L 1d-1
	1e	I can form and use prepositional phrases.	L 1e-1
	1f	I can produce complete sentences.	L 1f-1
	1f	I can correct inappropriate fragments and run-ons.	L 1f-2
	1g	I can correctly use homonyms.	L 1g-1
	2a	I can use correct capitalization.	L 2a-1
	2b	I can use quotations and commas to mark direct speech and quotations from a text.	L 2b-1
	2c	I can use a comma before a coordinating conjunction in a compound sentence.	L 2c-1
	2d	I can spell fourth grade words appropriately and consult references as needed.	L 2d-1
	3a	I can choose words and phrases to precisely convey ideas.	L 3a-1
	3b	I can choose punctuation for effect.	L 3b-1
	3c	I can differentiate between contexts that call for formal English and informal discourse.	L 3c-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can determine the meaning of a word by using the affix or root.	L 4b-1
	4c	I can determine the meaning or pronunciation of a word by consulting reference materials.	L 4c-1

	5a	I can explain the meaning of simple similes and metaphors.	L 5a-1
	5b	I can recognize and explain the meaning of common idioms, adages, and proverbs.	L 5b-1
	5c	I can demonstrate my understanding of words by relating them to their synonyms and	L 5c-1
		antonyms.	
	6	I can use words and phrases that I learn through listening and reading, especially words	L 6-1
		related to fourth grade topics.	