



Delaware English Language Arts Standards Learning Progressions

GRADE 4: Literary Reading Standard 1

<p>College and Career Readiness (CCR): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Grade 4: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Make, test and revise predictions as they read • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • Refer to details and examples from the text when explaining what the text says • Make implied inferences about literary elements and author’s decisions in a text • Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text 	<ul style="list-style-type: none"> • Text references • Explicit information • Inference • Prediction • Generalizations • Background knowledge • Literary elements (e.g., character, setting, events) • Details and examples • Making connections based on text evidence 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Students will use explicit information from the text as they answer questions • Which details and examples are we thinking about as we track meaning? • What questions do we have? • As students read have them make predictions and list questions they have about the text • What is your opinion about this character/event? • What evidence from the text supports this?
<p>4RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]</p> <p>Literary Text: Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		

GRADE 4: Literary Reading Standard 2



Delaware English Language Arts Standards Learning Progressions

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Grade 4: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Grade 5: Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify universal themes in poems, dramas, and stories (e.g. person vs. nature, love and friendship, a great journey, coming of age, good vs. evil) • Describe or graphically represent the relationship between central message/ lesson and details as a scaffold to determining theme • Determine a theme in literary text(s) • Explain how particular details help support the theme • Summarize a text, including the central message/lesson • Determine a theme of a story, drama, or poem from details in the text; summarize the text. 	<ul style="list-style-type: none"> • Central message/lesson • Universal theme • drama • poem • details • summary 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the central message/lesson of this poem/drama/story? • Which of the following statements best reflects the theme of the story? What evidence from the text supports your choice? • What is the theme of the story, drama, or poem? • How do characters' actions help support the theme? • How can I use my own words to summarize the text?
<p>4RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]</p>		
<p>Literary Text: Includes stories (children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		

GRADE 4: Literary Reading Standard 3



Delaware English Language Arts Standards Learning Progressions

<p>College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Grade 4: 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).</p>	<p>Grade 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify important, specific details that support key ideas • Identify and describe the plot events in a story or drama • Describe the setting of a story or drama • Describe or graphically represent characters (traits, thoughts, words, feelings and actions) • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text 	<ul style="list-style-type: none"> • Literary texts • Key ideas • Important/supporting key details • Story Elements <ul style="list-style-type: none"> ○ Plot (e.g., events, climax/turning point, resolution,) ○ Conflict (man vs. man, man vs. self, man vs. nature, etc.) ○ Characters and character roles (hero/villain, major/minor, protagonist/antagonist) ○ Setting (e.g., time, place) • Drama Elements <ul style="list-style-type: none"> ○ Scenes ○ Dialogue ○ Stage directions • Character traits, actions, feelings, words 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are this character's traits? • How does this character respond to challenges? • What is the character's motivation? • How does he or she influence the sequence of events? • Describe a character in the story using specific details. • Describe setting of the story using specific details. • Describe what happened in the story when ... • What do you think _____ looks like (character or setting)? • What words does the author use to describe _____ (character or setting)? • What words let you know what the character was thinking? • Why do you think that happened that way in the story? • Describe the impact of the setting on the outcome of the story. • Did the environment affect the outcome of the story?
<p>4RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]</p> <p>Literary Text: Includes stories (children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		

GRADE 4: Literary Reading Standard 4



Delaware English Language Arts Standards Learning Progressions

<p>College and Career Ready (CCR): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Grade 3: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>Grade 4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Grade 5: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine the meaning of unknown words by identifying known parts (root words, Latin and Greek suffixes and prefixes) • Read other sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices • Describe how figurative language, literary devices, and other language choices enhance meaning • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology 	<ul style="list-style-type: none"> • Literary text (introduce myths that represent allusion) • Word choice • Context clues • Literal/ Denotative meaning • Connotative meaning • Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) • Words/phrases that reference well-known characters or stories (e.g., from well-known mythology, fairy tales, fables, legends) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What strategies can you use to help you find the meaning of the word? • What does the word/phrase _____ mean in this sentence? • How do the words or sentences around an unknown word help you determine its meaning? • What strategies can you use to help you find the meaning of the word? • In this sentence, the word _____ means _____. • Why do you think the author used _____ (mythology term; <i>i.e. Achilles' heel</i>) to describe _____?
<p>4RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]</p>		
<p>Literary Text: Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 4: Literary Reading Standard 5

<p>College and Career Ready (CCR): Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		
<p>Grade 3: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</p>	<p>Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Grade 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify the genre of a text • Identify text features and structures of literary text • Describe the structural elements of prose • Describe the structural elements of poems • Describe the structural elements of drama • Make predictions about text based on text structures • Explain major differences between poems, drama, and prose referring to their structural elements 	<ul style="list-style-type: none"> • Text structures related to literary text (e.g., chapter, scene, stanza) • Text features related to literary text (e.g., title, chapter titles, table of contents, pictures/illustrations, punctuation, bold print, font size, italics, quotation marks) • Structural elements of prose (e.g. sentence, paragraph, chapter) • Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter) • Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • Relationships between parts of text and whole text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • This selection can best be described as _____ (i.e., prose, poem, story) • Identify a verse in this poem? • Who are the major characters in the play/drama? • Explain the differences in structural elements between a poem and a selection of prose. • Find an example of how the author uses rhythm in the poem? • Where is this drama set? • Explain the differences in structure elements between a poem and a drama. • Find an example of a verse, rhythm, and/or meter in this poem.
<p>4RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]</p>		
<p>Literary Text: Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



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GRADE 4: Literary Reading Standard 6

<p>College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>Grade 3: Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Grade 4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Grade 5: Describe how a narrator’s or speaker’s point of view influences how events are described.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the author’s purpose for writing a text • Identify the point of view of a text • Describe how point of view affects a literary text • Differentiate between first-person and third-person narration • Identify the strengths and weaknesses of using first-person and third-person point of view. • Compare/contrast the point of view between various stories • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations 	<ul style="list-style-type: none"> • Literary text(s) • Compare • Contrast • Point of View (first-person, third-person) • Narrator/Narration • Speaker • Audience • Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the author’s purpose for writing this text? • Who is telling the story in this selection? How do you know? • Is the selection/story written in the first or third person? How do you know? • Why would the author choose to tell a story in first person? Third person? • How does the narrator’s point of view influence the actions in the story? • How is the point of view the same/different in various texts? Explain with evidence.
<p>4RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]</p> <p>Literary Text: Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 4: Literary Reading Standard 7

<p>College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>		
<p>Grade 3: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Grade 4: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Grade 5: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the unique tools used in visual and oral versions of a text • Identify where a story, drama, visual, or oral presentation reflects specific descriptions and directions of the text • Compare, contrast, and make connections of the written version of text to the visual or oral presentation of the same text • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text 	<ul style="list-style-type: none"> • Compare • Contrast • Illustrations (e.g., pictures, photos, drawings) • Narrative elements (e.g., character, setting, plot/events, mood) • Versions of text (e.g., written, visual, oral, print, digital) • Genre (e.g., story, drama) • Visual tools (e.g., lighting, props) • Oral tools (e.g., sound effects, music, voice) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What can the reader infer from the author’s choice of medium; e.g., oral, written, or visual? • Name specific examples from the text (and/or all mediums) that support your thinking. • How is the written version of the text same/different from the visual? • How is the written version of the text same/different from the oral? • Which specific details in the text lead to that conclusion?
<p>4RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]</p>		
<p>Literary Text: Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



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GRADE 4: Literary Reading Standard 9

College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<p>Grade 3: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Grade 4: 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.</p>	<p>Grade 5: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
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Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify the characteristics of various genres • Identify the theme of a text • Distinguish between a topic and theme • Identify and explain author’s intention/purpose • Identify and explain author’s point of view • Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes • Graphically represent the patterns of events in a story, myth, or traditional literature from different cultures • Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures 	<ul style="list-style-type: none"> • Compare/Contrast • Theme(s) • Topic(s) • Culture(s) • Characteristics of various genres (e.g., multicultural literature, stories, and myths) • Author’s choices (e.g., audience, word choice, text structure, mood) • Author’s intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past) • Author’s perspective/view point • Text-to-text, text-to-world connections • Pattern of events (e.g., the quest, problem/solution, cause/effect, explanation of a natural phenomenon) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the genre of this story/text? What characteristics helped you determine the genre? • What is the theme of this story/text? • What is a topic? What is the difference between a topic and a theme? • What is the author’s purpose? How do you know? • What is the author’s point of view? How do you know? • What is the author’s purpose? How do you know? • What patterns do you notice in the story/text that help you understand the events in the story/myth/traditional literature? • How is the theme/topic the same or different in _____ from _____ culture?

4RL10: Range of Reading and Level of Text Complexity: 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. **[Lexile Band: 740-1010]**

Literary Text:

Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).