



Standards By Design:

Fourth Grade for English Language Arts



Acknowledgment

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English Language Arts

Fourth Grade

Fourth grade students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words. They learn variations on word meanings such as synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in informational text, biographies, historical fiction, science fiction, and mythology. Fourth grade students read at the target rate of 115-140 words correct per minute (wcpm). They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books they have read.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.04.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 115-140 wcpm (words correct per minute).

EL.04.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
*Suggested grade-level target for reading ON OWN: Fourth Grade: 500,000 words annually.

EL.04.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.04.RE.04 Make connections to text, within text, and among texts across the subject areas.

EL.04.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.04.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

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EL.04.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.04.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.04.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.04.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.04.RE.11 Determine meanings of words using contextual and structural clues.

EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.

EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.

EL.04.RE.14 Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality).

EL.04.RE.15 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words (thermometer).

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.04.RE.16 Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.

EL.04.RE.17 Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

EL.04.RE.18 Find information in specialized materials (e.g., atlas, magazine, catalog).

EL.04.RE.19 Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.

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Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.04.RE.20 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.04.RE.21 Identify key facts and information after reading two passages or articles on the same topic.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.04.RE.22 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level.)

EL.04.RE.23 Draw inferences or conclusions about an author's meaning supported by facts and events from the text.

EL.04.RE.24 Identify the main idea of a passage when it is not explicitly stated.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.04.RE.25 Determine the author's purpose, and relate it to details in the text.

EL.04.RE.26 Distinguish between cause-and-effect and between fact and opinion in expository text.

EL.04.RE.27 Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.

EL.04.RE.28 Identify and analyze text that uses sequential or chronological order.

EL.04.RE.29 Distinguish text that is biographical and autobiographical.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.04.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

EL.04.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

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Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.04.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.04.LI.04 Identify the main problem or conflict of the plot, and explain how it is resolved.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.04.LI.05 Make and confirm predictions about text using ideas presented in the text itself.

EL.04.LI.06 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

EL.04.LI.07 Identify the main idea of a passage when it is not explicitly stated.

EL.04.LI.08 Draw inferences or conclusions about a text based on explicitly stated information.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.04.LI.09 Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).

EL.04.LI.10 Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.

EL.04.LI.11 Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.04.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.04.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.04.WR.03 Identify audience and purpose.

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EL.04.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.04.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.04.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.04.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.04.WR.08 Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

EL.04.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.04.WR.10 Select a focus and a point of view based upon purpose and audience.

EL.04.WR.11 Write multi-paragraph compositions that:

Provide an inviting introductory paragraph.

Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

Include supporting paragraphs with simple facts, details, and explanations.

Present important ideas or events in sequence or chronological order.

Provide details and transitions to link paragraphs.

Conclude with a paragraph that summarizes the points.

Use correct indentation.

EL.04.WR.12 Use words that describe, explain, or provide additional details and connections.

EL.04.WR.13 Use simple sentences and compound sentences in writing.

EL.04.WR.14 Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

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EL.04.WR.15 Spell correctly:

*roots (bases of words, such as un necessary, coward ly),
inflections (words like care/careful/caring),
suffixes and prefixes (-ly, -ness, mis-, un-),
syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-gy), and
homophones (to/too/two, hear/here, plain/plane, aisle/isle/I'll, caught/cot).*

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.16 Correctly use:

*regular verbs (live/lived, shout/shouted)
irregular verbs (swim/swam, ride/rode, hit/hit),
adverbs (slowly, quickly, fast),
prepositions (over, under, through, between), and
coordinating conjunctions (and, or, but).*

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.17 Correctly use:

*apostrophes to show possession (Troy's shoe, the cat's food),
apostrophes in contractions (can't, didn't, won't), and
quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories,
and chapters in books.*

EL.04.WR.18 Use underlining, quotation marks, or italics to identify titles of documents.

EL.04.WR.19 Correctly write plural possessive nouns (girls' hats).

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.20 Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.21 Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.

EL.04.WR.22 Read cursive.

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Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.23 Write personal narratives:

Include ideas, observations, or memories of an event or experience.

Provide a context to allow the reader to imagine the world of the event or experience.

Use concrete sensory details.

Provide insight into why the selected event or experience is memorable.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.24 Write responses to literature:

Demonstrate an understanding of the literary work.

Support interpretations through references to both the text and prior knowledge.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

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EL.04.WR.25 Write informational reports:

Ask and then address a central question about an issue or event.

Include facts and details for focus.

Develop the topic with simple facts, details, examples, and explanations.

Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.26 Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.27 Write summaries that contain the main idea of the reading selection.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.04.WR.28 Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.

EL.04.WR.29 Use note-taking skills.

EL.04.WR.30 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

EL.04.WR.31 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

EL.04.WR.32 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

Speaking and Listening

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Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: Fourth Grade, 2-4 minutes.

EL.04.SL.01 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

EL.04.SL.02 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

EL.04.SL.03 Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.

EL.04.SL.04 Use a variety of descriptive words that help to convey a clear message.

EL.04.SL.05 Use correct grammar most of the time.

EL.04.SL.06 Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.

Listening: Listen critically and respond appropriately across the subject areas.

EL.04.SL.07 Ask thoughtful questions and respond orally to questions with appropriate discussion.

EL.04.SL.08 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

EL.04.SL.09 Follow detailed directions and instructions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.04.SL.10 Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.

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English Language Proficiency

Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

Example Function: Expressing Needs and Likes

Target Form - Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

Beginning - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)

Early Intermediate - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

Intermediate - Elaborated sentences with subject/verb/object

Early Advanced - Sentences with subject/verb/object and dependent clause

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Advanced - Complex sentences, perhaps with tags or embedded questions

Language Function	Examples of Language Forms
1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives
17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner

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19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit <http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

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