



## 4th Grade

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” – Dr. Seuss

In 4th grade, reading comprehension is still a primary focus. An important distinction between narrator point of view and character perspective is addressed. Writing instruction increases and logical reasons, sequencing, and organization are emphasized. Students study plot and the ways in which it is impacted by other story elements. This is also the first time students are working with implied themes. Problem and solution and description are added as text structures for informational text. Students are also determining which sources in their research are valid.

### Foundational Skills

#### ***ELA.4.F.1 Learning and Applying Foundational Reading Skills***

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##### *Phonics and Word Analysis*

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

##### Benchmark Clarifications:

*Clarification 1:* At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text but will struggle with fluency and comprehension.

As such, phonics instruction should move toward decoding at the syllabication and morpheme level.

For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).

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##### *Fluency*

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

##### Benchmark Clarifications:

*Clarification 1:* See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](#) for prosody.

*Clarification 3:* Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.



## Reading

### **ELA.4.R.1 Reading Prose and Poetry**

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#### *Literary Elements*

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

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#### *Theme*

ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.

#### Benchmark Clarifications:

*Clarification 1:* An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.

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#### *Perspective and Point of View*

ELA.4.R.1.3: Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.

#### Benchmark Clarifications:

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

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#### *Poetry*

ELA.4.R.1.4: Explain how rhyme and structure create meaning in a poem.

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### **ELA.4.R.2 Reading Informational Text**

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#### *Structure*

ELA.4.R.2.1: Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.

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#### *Central Idea*

ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.

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#### *Purpose and Perspective*

ELA.4.R.2.3: Explain an author's perspective toward a topic in an informational text.

#### Benchmark Clarifications:

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something."

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#### *Argument*

ELA.4.R.2.4: Explain an author's claim and the reasons and evidence used to support the claim.

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**ELA.4.R.3 Reading Across Genres*****Interpreting Figurative Language***

ELA.4.R.3.1: Explain how figurative language contributes to meaning in text(s).

**Benchmark Clarifications:**

*Clarification 1:* Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.

*Clarification 2:* See [Elementary Figurative Language](#).

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***Paraphrasing and Summarizing***

ELA.4.R.3.2: Summarize a text to enhance comprehension.

- a. Include plot and theme for a literary text.
- b. Include the central idea and relevant details for an informational text.

**Benchmark Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

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***Comparative Reading***

ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.

**Benchmark Clarifications:**

*Clarification 1:* Introduce the terms “primary sources” and “secondary sources.”

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## Communication

**ELA.4.C.1 Communicating Through Writing*****Handwriting***

ELA.4.C.1.1: Demonstrate legible cursive writing skills.

**Benchmark Clarifications:**

*Clarification 1:* Students will produce cursive writing that can be consistently read by others.

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***Narrative Writing***

ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

**Benchmark Clarifications:**

*Clarification 1:* Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.

*Clarification 2:* See [Writing Types](#).

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*Argumentative Writing*

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

Benchmark Clarifications:

*Clarification 1:* See [Writing Types](#) and [Elaborative Techniques](#).

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*Expository Writing*

ELA.4.C.1.4: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

Benchmark Clarifications:

*Clarification 1:* See [Writing Types](#) and [Elaborative Techniques](#).

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*Improving Writing*

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

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**■ ELA.4.C.2 Communicating Orally***Oral Presentation*

ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

Benchmark Clarifications:

*Clarification 1:* Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.

*Clarification 2:* For further guidance, see the [Elementary Oral Communication Rubric](#).

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### **ELA.4.C.3 Following Conventions**

#### *Conventions*

ELA.4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

#### Benchmark Clarifications:

*Clarification 1:* Skills to be mastered at this grade level are as follows:

- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Use conjunctions.

Skills to be implemented but not yet mastered are as follows:

- Use principal modals to indicate the mood of a verb.
- Use appositives, main clauses, and subordinate clauses.
- Recognize and correct inappropriate shifts in tense and number.
- Use conjunctions correctly to join words and phrases in a sentence.
- Use verbals including gerunds, infinitives, and participial phrases.
- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

*Clarification 2:* See [Convention Progression by Grade Level](#) for more information.

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### **ELA.4.C.4 Researching**

#### *Researching and Using Information*

ELA.4.C.4.1: Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

#### Benchmark Clarifications:

*Clarification 1:* While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

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### **ELA.4.C.5 Creating and Collaborating**

#### *Multimedia*

ELA.4.C.5.1: Arrange multimedia elements to create emphasis in oral or written tasks.

#### Benchmark Clarifications:

*Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.

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#### *Technology in Communication*

ELA.4.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

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## Vocabulary

### **ELA.4.V.1 Finding Meaning**

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#### *Academic Vocabulary*

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

#### Benchmark Clarifications:

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

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#### *Morphology*

ELA.4.V.1.2: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

#### Benchmark Clarifications:

*Clarification 1:* See [Common Greek and Latin Roots 3-5](#) and [Affixes](#).

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#### *Context and Connotation*

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

#### Benchmark Clarifications:

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See [Context Clues](#) and [Word Relationships](#).

*Clarification 3:* See ELA.4.R.3.1 and [Elementary Figurative Language](#).

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Sample texts by benchmark

	ELA.4. R.1.1	ELA.4. R.1.2	ELA.4. R.1.3	ELA.4. R.1.4	ELA.4. R.2.1	ELA.4. R.2.2	ELA.4. R.2.3	ELA.4. R.2.4	ELA.4. R.3.1	ELA.4. R.3.2	ELA.4. R.3.3
	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Explain a stated or implied theme and how it develops, using details, in a literary text.	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	Explain how rhyme and structure create meaning in a poem.	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explain how relevant details support the central idea, implied or explicit.	Explain an author's perspective toward a topic in an informational text.	Explain an author's claim and the reasons and evidence used to support the claim.	Explain how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast accounts of the same event using primary and/or secondary sources.
"Fish Cheeks" by Amy Tan	•	•	•							•	
"Mother Doesn't Want a Dog" by Judith Viorst		•		•						•	
<i>Aaron and Alexander: The Most Famous Duel in American History</i> by Don Brown					•	•	•			•	•
<i>Carry on, Mr. Bowditch</i> by Jean Lee Latham	•	•	•						•	•	
<i>Casey at the Bat</i> by Ernest Lawrence Thayer	•			•					•	•	
<i>Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story</i> by Joseph Bruchac					•	•	•			•	•
<i>Esperanza Rising</i> by Pam Muñoz Ryan	•	•	•						•	•	
<i>Florida</i> by Tamra Orr					•	•	•			•	



	ELA.4. R.1.1	ELA.4. R.1.2	ELA.4. R.1.3	ELA.4. R.1.4	ELA.4. R.2.1	ELA.4. R.2.2	ELA.4. R.2.3	ELA.4. R.2.4	ELA.4. R.3.1	ELA.4. R.3.2	ELA.4. R.3.3
	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Explain a stated or implied theme and how it develops, using details, in a literary text.	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	Explain how rhyme and structure create meaning in a poem.	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explain how relevant details support the central idea, implied or explicit.	Explain an author's perspective toward a topic in an informational text.	Explain an author's claim and the reasons and evidence used to support the claim.	Explain how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast accounts of the same event using primary and/or secondary sources.
<i>Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America</i> by Glennette Tilley Turner					•	•	•			•	•
<i>Halfway Down</i> by A.A. Milne				•						•	
<i>Homer Price</i> by Robert McCloskey	•	•	•							•	
<i>Johnny Tremain</i> by Esther Forbes	•	•	•						•	•	
<i>Little House on the Prairie</i> by Laura Ingalls Wilder	•	•	•						•	•	
<i>On the Wings of Heroes</i> by Richard Peck	•	•	•							•	
<i>Promises to Keep: How Jackie Robinson Changed America</i> by Sharon Robinson					•	•	•	•		•	•
<i>Reaching for the Moon</i> by Buzz Aldrin					•	•	•			•	•
<i>Tales of the Odyssey</i> (series) by Osborne, Mary Pope	•	•							•	•	•
<i>The Castle in the Attic</i> by Elizabeth Winthrop	•	•	•							•	





	ELA.4. R.1.1	ELA.4. R.1.2	ELA.4. R.1.3	ELA.4. R.1.4	ELA.4. R.2.1	ELA.4. R.2.2	ELA.4. R.2.3	ELA.4. R.2.4	ELA.4. R.3.1	ELA.4. R.3.2	ELA.4. R.3.3
	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Explain a stated or implied theme and how it develops, using details, in a literary text.	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	Explain how rhyme and structure create meaning in a poem.	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explain how relevant details support the central idea, implied or explicit.	Explain an author's perspective toward a topic in an informational text.	Explain an author's claim and the reasons and evidence used to support the claim.	Explain how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast accounts of the same event using primary and/or secondary sources.
<i>The Declaration of Independence</i> by Elaine Landau						•	•			•	
<i>The Lion, the Witch, and the Wardrobe</i> by C.S. Lewis	•	•	•						•	•	•
<i>The Story of Science: Aristotle Leads The Way</i> by Joy Hakim					•	•	•			•	
<i>The Wolf's Story</i> by Toby Forward	•	•	•							•	
<i>To Catch a Fish</i> by Eloise Greenfield		•		•						•	
<i>Toliver's Secret</i> by Esther Wood Brady	•	•	•						•	•	
<i>Where the Red Fern Grows</i> by Wilson Rawls	•	•	•							•	
<i>Where Was Patrick Henry on the 29th of May?</i> by Jean Fritz					•	•	•	•		•	•
<i>Who Would Win?</i> (series) by Jerry Pallotta					•	•	•	•		•	
<i>William Shakespeare and the Globe</i> by Alike					•	•	•			•	