Sheridan County School District #3
2019-2020
4th GRADE ELA Priority Standards

Fourth Grade	
Reading: Informational Text	**4.RI**
Key Ideas and Details	
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Craft and Structure	
4.RI.5	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.
Integration of Knowledge and Ideas	
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
Range of Reading and Level of Text Complexity	
4.RI.10	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.
Reading: Literature	**4.RL**
Key Ideas and Details	
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2	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.
4.RL.3	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).
Craft and Structure	

4.RL.5	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.
Integration of Knowledge and Ideas	
4.RL.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.
Range of Reading and Level of Text Complexity	
4.RL.10	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.
Writing 4.W	
Text Types and Purposes	
4.W.1 a-d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
4.W.2 a-e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to

| | inform about or explain the topic. |
| | e. Provide a concluding statement or section related to the information or explanation presented. |

Speaking and Listening 4.SL

Comprehension and Collaboration

| 4.SL.3 | Identify the reasons and evidence a speaker provides to support particular points. |

Language 4.L

Conventions of Standard English

| 4.L.1 a-g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
g. Correctly use frequently confused words (e.g., to, too, two; there, their). |
| 4.L.2 a-d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed. |