

**Bemidji Area Schools
English Language Arts
Grade 4 Outcomes**

L e v e l	Strand/Sub- strand	Anchor Standard	Benchmark
4	1. READING Literature	1. 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.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	1. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4	1. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
4	1. READING Literature	4. 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.	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., <i>Herculean</i>).
4	1. READING Literature	5. Analyze the structure of texts, 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.	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.
4	1. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4	1. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. 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.
4	1. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
4	1. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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, including American Indian .
4	1. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest, and academic tasks.

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4	2. READING Informational Text	1. 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.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	2. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	2. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4	2. READING Informational Text	4. 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.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
4	2. READING Informational Text	5. Analyze the structure of texts, 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.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4	2. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	6. Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians , of the same event or topic; describe the differences in focus and the information provided.
4	2. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4	2. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Explain how an author uses reasons and evidence to support particular points in a text.
4	2. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4	2. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest, and academic tasks.

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4	3. READING Foundational Skills	0. No related anchor standard	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4	3. READING Foundational Skills	0. No related anchor standard	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. 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 are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
4	6. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. 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., <i>another, for example, also, because</i>). 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.

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4	6. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events
4	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4	6. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach.	5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting , revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)
4	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
4	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4	6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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4	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
4	6. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Cooperate and problem solve as appropriate for productive group discussion.
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	3. Identify the reasons and evidence a speaker provides to support particular points.

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4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	7. Distinguish among, understand, and use different types of print, digital, and multimodal media. <ol style="list-style-type: none"> Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). Locate and use information in print, non-print, and digital resources using a variety of strategies. Check for accuracy of information between two different sources. Recognize safe practices in social and personal media communications.
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	8. Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) <ol style="list-style-type: none"> Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music. Publish the work and share it with an audience.

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4	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). 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., <i>to, too, two; there, their</i>).*
4	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use comma 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.
4	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
4	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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4	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness . a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).