

Missouri English Language Arts

# Grade 4

Adopted 2016

## Reading R

### 1. Develop and apply skills to the reading process. R.1

#### A. Comprehension R.1.A

##### A. Develop and demonstrate reading skills in response to text by: 4.R.1.A

- a. Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text. 4.R.1.A.A
- b. Drawing conclusions by providing textual evidence of what the text says explicitly. 4.R.1.A.B
- c. Monitoring comprehension and making corrections and adjustments when understanding breaks down. 4.R.1.A.C

#### B. Vocabulary R.1.B

##### B. Develop an understanding of vocabulary by: 4.R.1.B

- a. Determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots, prefixes, and suffixes. 4.R.1.B.A
- b. Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words. 4.R.1.B.B
- c. Completing analogies. 4.R.1.B.C
- d. Identifying the meaning of common idioms and figurative language. 4.R.1.B.D
- e. Using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words. 4.R.1.B.E
- f. Using conversational, general academic, and domain specific words and phrases. 4.R.1.B.F

#### C. Making Connections R.1.C

##### C. Explain relevant connections between: 4.R.1.C

- a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast). 4.R.1.C.A
- b. Text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame). 4.R.1.C.B

#### D. Independent Text R.1.D

##### D. Read independently for multiple purposes over sustained periods of time by: 4.R.1.D

- a. Reading text that is developmentally appropriate. 4.R.1.D.A
- b. Producing evidence of reading. 4.R.1.D.B

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**2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. R.2**

**A. Fiction R.2.A**

**A. Read, infer, analyze, and draw conclusions to: 4.R.2.A**

- a.** Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme. 4.R.2.A.A
- b.** Describe the personality traits of characters from the thoughts, words, and actions. 4.R.2.A.B
- c.** Describe the interaction of characters including their relationships and how they change. 4.R.2.A.C
- d.** Compare and contrast the adventures or exploits of characters and their roles. 4.R.2.A.D
- e.** Compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person. 4.R.2.A.E

**B. Poetry R.2.B**

**B. Read, infer and draw conclusions to: 4.R.2.B**

- a.** Explain structural elements of poetry. 4.R.2.B.A

**C. Drama R.2.C**

**C. Read, infer and draw conclusions to: 4.R.2.C**

- a.** Analyze how characters change from the beginning to the end of a play or film. 4.R.2.C.A
- b.** Explain structural elements of dramatic literature. 4.R.2.C.B

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**3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. R.3**

**A. Text Features R.3.A**

**A. Read, infer and draw conclusions to: 4.R.3.A**

- a. Use multiple text features to locate information and gain an overview of the contents of text. 4.R.3.A.A
- b. Describe the sequence of events, ideas, concepts or steps needed to carry out a procedure. 4.R.3.A.B
- c. Interpret and explain factual information presented graphically. 4.R.3.A.C

**B. Literary Techniques R.3.B**

**B. Read, infer and draw conclusions to: 4.R.3.B**

- a. Explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography. 4.R.3.B.A
- b. Analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis. 4.R.3.B.B
- c. Explain how an author uses language to present information to influence what the reader thinks or does. 4.R.3.B.C

**C. Text Structures R.3.C**

**C. Read, infer and draw conclusions to: 4.R.3.C**

- a. Distinguish fact from opinion in a text and explain how to verify what is a fact. 4.R.3.C.A
- b. Explain explicit and implicit relationships among ideas in texts. 4.R.3.C.B
- c. Explain author's purpose. 4.R.3.C.C
- d. Compare and contrast a firsthand and secondhand account of the same event or topic. 4.R.3.C.D

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**4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** R.4

**A. Digital and Media Literacy** R.4.A

**A. Read to develop an understanding of media and its components by:** 4.R.4.A

- a.** Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior. 4.R.4.A.A
  - b.** Explaining how various design techniques used in media influence the message. 4.R.4.A.B
  - c.** Comparing various written conventions used for digital media. 4.R.4.A.C
  - d.** Explaining text structures and graphics features of a web page and how they help readers to comprehend text. 4.R.4.A.D
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**Reading Foundations** RF

**1. Understand how English is written and read.** RF.1

**A. Print Awareness** RF.1.A

- A.** No expectations for grade 4. 4.RF.1.A
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**2. Understand how English is written and read.** RF.2

**A. Phonemic Awareness** RF.2.A

- A.** No expectations for grade 4. 4.RF.2.A
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**3. Understand how English is written and read.** RF.3

**A. Phonics** RF.3.A

**A. Develop phonics in the reading process by:** 4.RF.3.A

- a.** Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context. 4.RF.3.A.A
  - b.** Reading root words, prefixes, and suffixes and important words from specific content curricula. 4.RF.3.A.B
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**4. Understand how English is written and read.** RF.4

**A. Fluency** RF.4.A

**A. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.** 4.RF.4.A

- a.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 4.RF.4.A.A
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## Writing W

### 1. Apply writing process to develop a text for audience and purpose. W.1

#### A. Prewriting W.1.A

##### A. Follow a writing process to plan a first draft by: 4.W.1.A

- a. Selecting a genre appropriate for conveying the purpose to an intended audience. 4.W.1.A.A
- b. Formulating questions related to the topic. 4.W.1.A.B
- c. Accessing prior knowledge or building background knowledge related to the topic. 4.W.1.A.C
- d. Using a prewriting strategy. 4.W.1.A.D

#### B. Draft W.1.B

##### B. Appropriate to genre type, develop a draft from prewriting by: 4.W.1.B

- a. Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound. 4.W.1.B.A
- b. Establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph. 4.W.1.B.B
- c. Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs. 4.W.1.B.C
- d. Addressing an appropriate audience. 4.W.1.B.D

#### C. Revise/Edit W.1.C

##### C. Reread, revise and edit drafts with assistance to: 4.W.1.C

- a. Develop and strengthen writing by revising
  - <li>main idea</li>
  - <li>sequence (ideas)</li>
  - <li>focus</li>
  - <li>beginning/middle/end</li>
  - <li>details/facts (from multiple sources, when appropriate)</li>
  - <li>word choice (related to the topic)</li>
  - <li>sentence structure</li>
  - <li>transitions</li>
  - <li>audience/purpose</li>
  - <li>voice</li></ul>. 4.W.1.C.A
  - b. Edit for language conventions. 4.W.1.C.B

#### D. Produce/Publish and Share Writing W.1.D

##### D. With assistance from adults/peers: 4.W.1.D

- a. Use technology, including the Internet, to produce and publish writing. 4.W.1.D.A
- b. Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting. 4.W.1.D.B

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## 2. Compose well-developed writing texts for audience and purpose. W.2

### A. Opinion/Argumentative W.2.A

#### A. Write opinion texts that: 4.W.2.A

- a. Introduce a topic or text being studied using an introductory paragraph. 4.W.2.A.A
- b. State an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details. 4.W.2.A.B
- c. Use specific and accurate words that are related to the topic, audience and purpose. 4.W.2.A.C
- d. Contain information using student's original language, except when using direct quotation from a source. 4.W.2.A.D
- e. Reference the name of the author(s) or name of the source used for details or facts included in the text. 4.W.2.A.E
- f. Use transitions to connect opinion and reason. 4.W.2.A.F
- g. Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. 4.W.2.A.G

### B. Informative/Explanatory W.2.B

#### B. Write informative/explanatory texts that: 4.W.2.B

- a. Introduce a topic using a topic sentence in an introductory paragraph. 4.W.2.B.A
- b. Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. 4.W.2.B.B
- c. Use specific, relevant and accurate words that are suited to the topic, audience, and purpose. 4.W.2.B.C
- d. Contain information using student's original language, except when using direct quotations from a source. 4.W.2.B.D
- e. Use transitions to connect categories of information. 4.W.2.B.E
- f. Use text structures when useful. 4.W.2.B.F
- g. Create a concluding paragraph related to the information. 4.W.2.B.G

### C. Narrative/Literary W.2.C

#### C. Write fiction or non-fiction narratives and poems that: 4.W.2.C

- a. Establish a setting, situation/topic and introduce a narrator and/or characters. 4.W.2.C.A
- b. Use narrative techniques, such as dialogue, motivation and descriptions. 4.W.2.C.B
- c. Organize an event sequence that unfolds naturally to establish a beginning/middle/end. 4.W.2.C.C
- d. Use a variety of transitions to manage the sequence of events. 4.W.2.C.D

- e. Use specific, relevant and accurate words that are suited to the topic, audience, and purpose. 4.W.2.C.E
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**3. Gather, analyze, evaluate and use information from a variety of sources. W.3**

**A. Research Process W.3.A**

**A. Apply research process to: 4.W.3.A**

- a. Generate a list of subject appropriate topics. 4.W.3.A.A
  - b. Create a research question to address relevant to a chosen topic. 4.W.3.A.B
  - c. Identify a variety of relevant sources, literary and informational. 4.W.3.A.C
  - d. Use organizational features of print and digital sources efficiently to locate information. 4.W.3.A.D
  - e. Convert graphic/visual data into written notes. 4.W.3.A.E
  - f. Determine the accuracy of the information gathered. 4.W.3.A.F
  - g. Differentiate between paraphrasing and plagiarism when using ideas of others. 4.W.3.A.G
  - h. Record bibliographic information from sources according to a standard format. 4.W.3.A.H
  - i. Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria. 4.W.3.A.I
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## Language L

### 1. Communicate using conventions of English language. L.1

#### A. Grammar L.1.A

- A. In speech and written form, apply standard English grammar to: 4.L.1.A
  - a. Use the "be" helping verbs with "ing" verbs. 4.L.1.A.A
  - b. Use and order adjectives within sentences to conventional patterns. 4.L.1.A.B
  - c. Use progressive verbs to show past, present, and future. 4.L.1.A.C
  - d. Use adverbs in writing. 4.L.1.A.D
  - e. Use subject/verb agreement with 1st, 2nd, and 3rd person pronouns. 4.L.1.A.E
  - f. Use prepositions. 4.L.1.A.F
  - g. Recognize the difference between and use coordinating conjunctions and subordinating conjunctions. 4.L.1.A.G
  - h. Produce and expand the complete, simple and compound four types of sentences. 4.L.1.A.H
  - i. Correct sentence fragments and run-on sentences in writing. 4.L.1.A.I

#### B. Punctuation, Capitalization, Spelling L.1.B

- B. In written text: 4.L.1.B
    - a. Write legibly. 4.L.1.B.A
    - b. Punctuate a dialogue between two or more characters. 4.L.1.B.B
    - c. Insert a comma before a coordinating conjunction in a compound sentence. 4.L.1.B.C
    - d. Capitalize proper adjectives. 4.L.1.B.D
    - e. Use correct capitalization. 4.L.1.B.E
    - f. Spell words with suffixes by dropping or leaving the final 'e'. 4.L.1.B.F
    - g. Spell words ending in the long 'e' sound. 4.L.1.B.G
    - h. Alphabetize reference sources. 4.L.1.B.H
    - i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context. 4.L.1.B.I
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## Speaking/Listening SL

### 1. Listen for a purpose. SL.1

#### A. Purpose SL.1.A

- A. Develop and apply effective listening skills and strategies in formal and informal settings by: 4.SL.1.A
    - a. Following, generating, and justifying classroom listening rules. 4.SL.1.A.A
    - b. 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. 4.SL.1.A.B
    - c. Following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations. 4.SL.1.A.C
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### 2. Listen for entertainment. SL.2

#### A. Entertainment SL.2.A

- A. Develop and apply effective listening skills and strategies in formal and informal settings by: 4.SL.2.A
    - a. Generating and following active listening rules, according to classroom expectations. 4.SL.2.A.A
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### 3. Speak effectively in collaborative discussions. SL.3

#### A. Collaborative Discussions SL.3.A

- A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by: 4.SL.3.A
    - a. Contributing to discussion after listening to others' ideas, according to classroom expectations. 4.SL.3.A.A
    - b. Expressing opinions of read-alouds and independent reading and relating opinion to others. 4.SL.3.A.B
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### 4. Speak effectively when presenting. SL.4

#### A. Presenting SL.4.A

- A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: 4.SL.4.A
  - a. Paraphrasing portions of a text read aloud or information presented in diverse media and formats. 4.SL.4.A.A
  - b. Using efficient presentation skills with available resources. 4.SL.4.A.B
  - c. Incorporating descriptive and sequential details in a student designed or teacher assigned topic. 4.SL.4.A.C
  - d. Giving a formal presentation to classmates, using a variety of media. 4.SL.4.A.D
  - e. Speaking with expression and fluency. 4.SL.4.A.E
  - f. Adjusting formal/informal language according to context and topic. 4.SL.4.A.F