

Green Township School District
Grade 4 Marking Period English Language Arts Benchmarks

NJSLs	MP #1	MP #2	MP #3
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> ● Identify details in a text ● Refer to details in a text and make relevant connections when explaining what the text says explicitly ● Refer to details in a text and make relevant connections when drawing inferences from the text. ● Identify examples in a text ● Refer to examples in a text and make relevant connections when explaining what the text says explicitly. ● Refer to examples in a text and make relevant connections drawing inferences from the text. 		<ul style="list-style-type: none"> ● Identify details in a text ● Refer to details in a text and make relevant connections when explaining what the text says explicitly ● Refer to details in a text and make relevant connections when drawing inferences from the text. ● Identify examples in a text ● Refer to examples in a text and make relevant connections when explaining what the text says explicitly. ● Refer to examples in a text and make relevant connections drawing inferences from the text.
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<ul style="list-style-type: none"> ● Determine a theme of a story from details in the text. ● Determine a theme of a drama from details in the text. ● Determine a theme of a poem from details in the text. ● Summarize the text. 		<ul style="list-style-type: none"> ● Determine a theme of a story from details in the text. ● Determine a theme of a drama from details in the text. ● Determine a theme of a poem from details in the text. ● Summarize the text.

RL.4.3. 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).	<ul style="list-style-type: none"> ● Describe in depth a character in a story or drama, drawing on specific details in the text. ● Describe in depth the setting in a story or drama, drawing on specific details in the text. ● Describe in depth an event in a story or drama, drawing on specific details in the text. 		<ul style="list-style-type: none"> ● Describe in depth a character in a story or drama, drawing on specific details in the text. ● Describe in depth the setting in a story or drama, drawing on specific details in the text. ● Describe in depth an event in a story or drama, drawing on specific details in the text.
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	<ul style="list-style-type: none"> ● Determine the meaning of words as they are used in a text, including those that allude to significant characters found in literature. ● Determine the meaning of phrases as they are used in a text, including those that allude to significant characters found in literature. 		<ul style="list-style-type: none"> ● Determine the meaning of words as they are used in a text, including those that allude to significant characters found in literature. ● Determine the meaning of phrases as they are used in a text, including those that allude to significant characters found in literature.
RL.4.5. 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.	<ul style="list-style-type: none"> ● Explain major differences between poems, drama, and prose. ● Refer to the structural elements of poems when writing about a text. ● Refer to the structural elements of poems when speaking about a text. 		<ul style="list-style-type: none"> ● Explain major differences between poems, drama, and prose. ● Refer to the structural elements of poems when writing about a text. ● Refer to the structural elements of poems when speaking about a text.

<p>Describe the overall structure of events in a text or part of text</p>	<ul style="list-style-type: none"> ● Refer to the structural elements of drama when writing about a text. ● Refer to the structural elements of drama when speaking about a text. ● Describe the overall structure of events in a text or part of text 		<ul style="list-style-type: none"> ● Refer to the structural elements of drama when writing about a text. ● Refer to the structural elements of drama when speaking about a text. ● Describe the overall structure of events in a text or part of text
<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<ul style="list-style-type: none"> ● Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ● Contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 		<ul style="list-style-type: none"> ● Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ● Contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>	<ul style="list-style-type: none"> ● Make connections between specific descriptions and directions in a text. ● Make connections between a visual or oral representation of the text. 		<ul style="list-style-type: none"> ● Make connections between specific descriptions and directions in a text. ● Make connections between a visual or oral representation of the text.
<p>RL.4.8. (Not applicable to literature)</p>			
<p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge, genre (e.g., mysteries</p>	<ul style="list-style-type: none"> ● Compare genres' approaches to similar themes and topics. ● Contrast genres' approaches to similar 		

<p>and adventure stories) on their approaches to similar themes and topics.</p>	<p>themes and topics.</p> <ul style="list-style-type: none"> ● Reflect on genres' approaches to similar themes and topics. 		
<p>RL. 4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>			<ul style="list-style-type: none"> ● By the end of the year, read and comprehend stories, at grade level text-complexity or above, with scaffolding as needed. ● By the end of the year, read and comprehend dramas at grade level text-complexity or above, with scaffolding as needed. . ● By the end of the year, read and comprehend poems at grade level text-complexity or above, with scaffolding as needed.

<p>Progress Indicators for Informational Text</p>			
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>		<ul style="list-style-type: none"> ● Refer to details in a text and make relevant connections when explaining what the text says explicitly. ● Refer to details in a text and make relevant connections when drawing inferences from the text. ● Refer to examples in a text and make relevant connections when 	<ul style="list-style-type: none"> ● Refer to details in a text and make relevant connections when explaining what the text says explicitly. ● Refer to details in a text and make relevant connections when drawing inferences from the text. ● Refer to examples in a text and make relevant connections when

		<p>explaining what the text says explicitly.</p> <ul style="list-style-type: none"> ● Refer to examples in a text and make relevant connections when drawing inferences from the text. 	<p>explaining what the text says explicitly.</p> <ul style="list-style-type: none"> ● Refer to examples in a text and make relevant connections when drawing inferences from the text.
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>		<ul style="list-style-type: none"> ● Determine the main idea of a text. ● Explain how the main idea is supported by key details ● Summarize the text. 	<ul style="list-style-type: none"> ● Determine the main idea of a text. ● Explain how the main idea is supported by key details ● Summarize the text.

<p>RI.4.3. 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.</p>			<ul style="list-style-type: none"> ● Explain events in a historical, scientific, or technical text, including what happened, based on specific information in the text. ● Explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● Explain ideas in a historical, scientific, or technical text, including what happened and why, based on specific information in the text ● Explain concepts in a historical, scientific, or technical text, including what happened and why,
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			based on specific information in the text.
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		<ul style="list-style-type: none"> ● Determine the meaning of general academic words in a text relevant to a grade 4 topic or subject area. ● Determine the meaning of general academic phrases in a text relevant to a grade 4 topic or subject area. 	<ul style="list-style-type: none"> ● Determine the meaning of general academic words in a text relevant to a grade 4 topic or subject area. ● Determine the meaning of general academic phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5. 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.		<ul style="list-style-type: none"> ● Describe the overall structure of events, in a text or part of a text. ● Describe the overall structure of ideas in a text or part of a text. ● Describe the overall structure of concepts in a text or part of a text. ● Describe the overall structure of information in a text or part of a text. 	<ul style="list-style-type: none"> ● Describe the overall structure of events, in a text or part of a text. ● Describe the overall structure of ideas in a text or part of a text. ● Describe the overall structure of concepts in a text or part of a text. ● Describe the overall structure of information in a text or part of a text.
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			<ul style="list-style-type: none"> ● Compare firsthand and secondhand account of the same event or topic. ● Contrast a firsthand and secondhand account of the same event or topic. ● Describe the differences in focus of the firsthand and secondhand accounts. ● Describe the differences in the information provided.

<p>RI.4.7. 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.</p>		<ul style="list-style-type: none"> ● Interpret information presented visually. ● Explain how the information presented visually contributes to an understanding of the text in which it appears. ● Interpret information presented orally. ● Explain how the information presented orally contributes to an understanding of the text in which it appears ● Interpret information presented quantitatively ● Explain how the information presented quantitatively contributes to an understanding of the text in which it appears 	<ul style="list-style-type: none"> ● Interpret information presented visually. ● Explain how the information presented visually contributes to an understanding of the text in which it appears. ● Interpret information presented orally. ● Explain how the information presented orally contributes to an understanding of the text in which it appears ● Interpret information presented quantitatively ● Explain how the information presented quantitatively contributes to an understanding of the text in which it appears
<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>		<ul style="list-style-type: none"> ● Explain how an author uses reasons to support particular points in a text ● Explain how an author uses evidence to support particular points in a text 	<ul style="list-style-type: none"> ● Explain how an author uses reasons to support particular points in a text ● Explain how an author uses evidence to support particular points in a text
<p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>			<ul style="list-style-type: none"> ● Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● Reflect on information from two texts on the same topic in order to write or

			<p>speaking about the subject knowledgeably.</p>
<p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>			<ul style="list-style-type: none"> ● Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<p>Progress Indicators for Reading Foundation Skills</p>			
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.</p>	<ul style="list-style-type: none"> ● Know grade-level phonics skills in decoding words. ● Apply grade-level phonics skills in decoding words. ● Know grade-level phonics skills in encoding words. ● Apply grade-level phonics skills in encoding words. ● Know grade-level word analysis skills in decoding words. ● Apply grade-level word analysis skills in decoding words. ● Know grade-level word analysis skills in encoding words. ● Apply grade-level word analysis skills in encoding words. ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar 		

	<p style="text-align: center;">multisyllabic words in context.</p> <ul style="list-style-type: none"> ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words out of context. 		
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Read with sufficient accuracy to support comprehension. ● Read with sufficient fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Read grade-level prose orally with accuracy. ● Read grade-level prose orally with appropriate rate. ● Read grade-level prose orally with expression ● Use context to confirm word recognition, rereading as necessary. ● Use context to confirm understanding, rereading as necessary. ● Use context to self-correct word recognition, rereading as necessary. ● Use context to self-correct understanding, rereading as 		

	necessary.		
Progress Indicators for Writing			
<p>W.4.1. 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 from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.</p>			<ul style="list-style-type: none"> ● Write opinion pieces on topics or texts. ● Write opinion pieces supporting a point of view with reasons. ● Write opinion pieces supporting a point of view with information. ● Introduce a topic or text clearly. ● State an opinion on a topic. ● Create an organizational structure in which related ideas are grouped to support the writer’s purpose. ● Provide reasons that are supported by facts from texts. ● Provide reasons that are supported by facts from other sources. ● Link opinion and reasons using words and phrases. ● Provide a conclusion related to the opinion presented.
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and</p>		<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic ● Write informative/explanatory 	

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, text evidence , or other information and examples related to the topic.

C. Link ideas within paragraphs and sections 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 conclusion related to the information or explanation presented.

texts to convey ideas clearly.

- Write informative /explanatory texts to convey information clearly.
- Introduce a topic clearly
- Group related information in paragraphs and sections;
- Include formatting illustrations, and multimedia when useful to aid in comprehension.
- Develop a topic with facts.
- Develop a topic with definitions.
- Develop a topic with concrete details.
- Develop a topic with text evidence.
- Develop a topic with other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using words.
- Link ideas within paragraphs and sections of information using phrases.
- Use precise language to inform about or explain the topic.
- Use domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative 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 that follows from the narrated experiences or events.

- Write narratives to develop real or imagined experiences or events using narrative technique.
- Write narratives to develop real or imagined experiences or events using descriptive details,
- Write narratives to develop real or imagined experiences or events using clear event sequences
- Orient the reader by establishing a situation
- Orient the reader by introducing a narrator.
- Orient the reader by introducing characters.
- Organize an event sequence that unfolds naturally.
- Use dialogue to develop experiences.
- Use dialogue to develop events.
- Use dialogue to show the responses of characters to situations.
- Use description to develop experiences.
- Use description to develop events
- Use description to show the responses of characters to situations.
- Use a variety of transitional words and phrases to

	<p>manage the sequence of events.</p> <ul style="list-style-type: none"> ● Use concrete words and phrases and sensory details to convey experiences and events precisely. ● E. Provide a conclusion that follows from the narrated experiences or events. 		
<p>W.4.4. 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.)</p>	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development is appropriate to the task. ● Produce clear and coherent writing in which the organization is appropriate to the task. ● Produce clear and coherent writing in which the development is appropriate to the purpose. ● Produce clear and coherent writing in which the organization is appropriate to the purpose. ● Produce clear and coherent writing in which the development is appropriate to the audience. ● Produce clear and coherent writing in which the organization is appropriate to the purpose. 	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development is appropriate to the task. ● Produce clear and coherent writing in which the organization is appropriate to the task. ● Produce clear and coherent writing in which the development is appropriate to the purpose. ● Produce clear and coherent writing in which the organization is appropriate to the purpose. ● Produce clear and coherent writing in which the development is appropriate to the audience. ● Produce clear and coherent writing in which the organization is appropriate to the purpose. 	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development is appropriate to the task. ● Produce clear and coherent writing in which the organization is appropriate to the task. ● Produce clear and coherent writing in which the development is appropriate to the purpose. ● Produce clear and coherent writing in which the organization is appropriate to the purpose. ● Produce clear and coherent writing in which the development is appropriate to the audience. ● Produce clear and coherent writing in which the organization is appropriate to the purpose.

<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> ● With guidance and support from peers and adults, develop writing as needed by planning. ● With guidance and support from peers and adults, strengthen writing as needed by revising. ● With guidance and support from peers and adults, develop writing as needed by editing. 	<ul style="list-style-type: none"> ● With guidance and support from peers and adults, develop writing as needed by planning. ● With guidance and support from peers and adults, strengthen writing as needed by revising. ● With guidance and support from peers and adults, develop writing as needed by editing. 	<ul style="list-style-type: none"> ● With guidance and support from peers and adults, develop writing as needed by planning. ● With guidance and support from peers and adults, strengthen writing as needed by revising. ● With guidance and support from peers and adults, develop writing as needed by editing.
<p>W.4.6. 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.</p>	<ul style="list-style-type: none"> ● With some guidance and support from adults, use technology, including the Internet, to produce writing. ● With some guidance and support from adults, use technology, including the Internet, to publish writing. ● With some guidance and support from adults, use technology, including the Internet to interact and collaborate with others. ● Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> ● With some guidance and support from adults, use technology, including the Internet, to produce writing. ● With some guidance and support from adults, use technology, including the Internet, to publish writing. ● With some guidance and support from adults, use technology, including the Internet to interact and collaborate with others. ● Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> ● With some guidance and support from adults, use technology, including the Internet, to produce writing. ● With some guidance and support from adults, use technology, including the Internet, to publish writing. ● With some guidance and support from adults, use technology, including the Internet to interact and collaborate with others. ● Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Conduct short research projects that build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> ● Conduct short research projects that build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> ● Conduct short research projects that build knowledge through investigation of different aspects of a topic.

<p>W.4.8. 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.</p>		<ul style="list-style-type: none"> ● Recall relevant information from experiences. ● Gather relevant information from print and digital sources. ● Take notes and categorize information. ● Provide a list of sources. ● Gather relevant information from print and digital sources. 	<ul style="list-style-type: none"> ● Recall relevant information from experiences. ● Gather relevant information from print and digital sources. Take notes and categorize information. ● Provide a list of sources. ● Gather relevant information from print and digital sources.
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards 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 grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<ul style="list-style-type: none"> ● Draw evidence from literary or informational texts to support analysis. ● Draw evidence from literary or informational texts to support reflection. ● Draw evidence from literary or informational texts to support research. ● Apply grade 4 Reading standards to literature ● Apply grade 4 Reading standards to informational texts 		
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day</p>	<ul style="list-style-type: none"> ● Write routinely over extended time frames, taking time for research. ● Write routinely over extended time frames, taking time for reflection. 		

<p>or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Write routinely over extended time frames, taking time for metacognition. • Write routinely over extended time frames, taking time for self-correction. • Write routinely over extended time frames, taking time for revision. • Write routinely over shorter time frames for a range of discipline-specific tasks • Write routinely over shorter time frames for a range of purposes. • Write routinely over shorter time frames for a range of audiences. 		
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Progress Indicators for Speaking and Listening

<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for</p>	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Explicitly draw on previously read text or material and other information known about the topic to explore ideas 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Explicitly draw on previously read text or material and other information known about the topic to explore ideas 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Explicitly draw on previously read text or material and other information known about the topic to explore ideas
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<p>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.</p>	<p>under discussion.</p> <ul style="list-style-type: none"> ● Follow agreed-upon rules for discussions. ● Carry out assigned roles. ● Pose specific questions to clarify or follow up on information. ● Respond to specific questions to clarify or follow up on information. ● Make comments that contribute to the discussion. ● Make comments that link to the remarks of others. ● Review the key ideas expressed. ● Explain their own ideas in light of the discussion. ● Explain their own understanding in light of the discussion. 	<p>under discussion.</p> <ul style="list-style-type: none"> ● Follow agreed-upon rules for discussions. ● Carry out assigned roles. ● Pose specific questions to clarify or follow up on information. ● Respond to specific questions to clarify or follow up on information. ● Make comments that contribute to the discussion. ● Make comments that link to the remarks of others. ● Review the key ideas expressed. ● Explain their own ideas in light of the discussion. ● Explain their own understanding in light of the discussion 	<p>under discussion.</p> <ul style="list-style-type: none"> ● Follow agreed-upon rules for discussions. ● Carry out assigned roles. ● Pose specific questions to clarify or follow up on information. ● Respond to specific questions to clarify or follow up on information. ● Make comments that contribute to the discussion. ● Make comments that link to the remarks of others. ● Review the key ideas expressed. ● Explain their own ideas in light of the discussion. ● Explain their own understanding in light of the discussion
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Orally paraphrase portions of a text read aloud. ● Orally paraphrase portions of information presented in diverse media and formats. 	<ul style="list-style-type: none"> ● Orally paraphrase portions of a text read aloud. ● Orally paraphrase portions of information presented in diverse media and formats. 	<ul style="list-style-type: none"> ● Orally paraphrase portions of a text read aloud. ● Orally paraphrase portions of information presented in diverse media and formats.
<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> ● Identify the reasons a speaker provides to support particular points. ● Identify the evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> ● Identify the reasons a speaker provides to support particular points. ● Identify the evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> ● Identify the reasons a speaker provides to support particular points. ● Identify the evidence a speaker provides to support particular points.
<p>SL.4.4. Report on a topic or text,</p>	<ul style="list-style-type: none"> ● Orally report on a topic or 	<ul style="list-style-type: none"> ● Orally report on a topic or 	<ul style="list-style-type: none"> ● Orally report on a topic or

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.

text in an organized manner, using appropriate facts to support main ideas or themes speaking clearly at an understandable pace.

- Orally report on a topic or text using appropriate facts to support main ideas or themes.
- Orally report on a topic or text using relevant, descriptive details to support main ideas or themes.
- Orally tell a story in an organized manner to support main ideas or themes.
- Orally tell a story using appropriate facts to support main ideas or themes
- Orally tell a story using relevant, descriptive details to support main ideas or themes.
- Orally recount an experience in an organized manner, to support main ideas or themes.
- Orally recount an experience using appropriate facts to support main ideas or themes.
- Orally recount an experience using relevant, descriptive details to support main ideas or

text in an organized manner, using appropriate facts to support main ideas or themes speaking clearly at an understandable pace.

- Orally report on a topic or text using appropriate facts to support main ideas or themes.
- Orally report on a topic or text using relevant, descriptive details to support main ideas or themes.
- Orally tell a story in an organized manner to support main ideas or themes.
- Orally tell a story using appropriate facts to support main ideas or themes
- Orally tell a story using relevant, descriptive details to support main ideas or themes.
- Orally recount an experience in an organized manner, to support main ideas or themes.
- Orally recount an experience using appropriate facts to support main ideas or themes.
- Orally recount an experience using relevant, descriptive details to support main ideas or

text in an organized manner, using appropriate facts to support main ideas or themes speaking clearly at an understandable pace.

- Orally report on a topic or text using appropriate facts to support main ideas or themes.
- Orally report on a topic or text using relevant, descriptive details to support main ideas or themes.
- Orally tell a story in an organized manner to support main ideas or themes.
- Orally tell a story using appropriate facts to support main ideas or themes
- Orally tell a story using relevant, descriptive details to support main ideas or themes.
- Orally recount an experience in an organized manner, to support main ideas or themes.
- Orally recount an experience using appropriate facts to support main ideas or themes.
- Orally recount an experience using relevant, descriptive details to support main ideas or

	<p>themes.</p> <ul style="list-style-type: none"> ● Speak clearly at an understandable pace. 	<p>themes.</p> <ul style="list-style-type: none"> ● Speak clearly at an understandable pace. 	<p>themes.</p> <ul style="list-style-type: none"> ● Speak clearly at an understandable pace.
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> ● Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes. ● Add audio visual displays to presentations when appropriate to enhance the development of main ideas or themes. 	<ul style="list-style-type: none"> ● Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes. ● Add audio visual displays to presentations when appropriate to enhance the development of main ideas or themes. 	<ul style="list-style-type: none"> ● Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes. ● Add audio visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);</p>	<ul style="list-style-type: none"> ● Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. ● Use formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> ● Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. ● Use formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> ● Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. ● Use formal English when appropriate to task and situation.
Progress Indicators for Language			
<p>L.4.1. 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</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing. ● Demonstrate command of the conventions of standard English grammar and usage when speaking. ● Use relative pronouns ● Use relative adverbs ● Form the progressive verb 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing. ● Demonstrate command of the conventions of standard English grammar and usage when speaking. ● Use relative pronouns ● Use relative adverbs ● Form the progressive verb 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing. ● Demonstrate command of the conventions of standard English grammar and usage when speaking. ● Use relative pronouns ● Use relative adverbs ● Form the progressive verb

<p>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).</p>	<p>tenses.</p> <ul style="list-style-type: none"> ● Use the progressive verb tenses. ● Use modal auxiliaries to convey various conditions. ● Order adjectives within sentences according to conventional patterns ● Form prepositional phrases. ● Use prepositional phrases. ● Produce complete sentences, recognizing inappropriate fragments. ● Produce complete sentences, correcting inappropriate fragments ● Produce complete sentences, recognizing run-ons. ● Produce complete sentences, correcting run-ons. ● Correctly use frequently confused words 	<p>tenses.</p> <ul style="list-style-type: none"> ● Use the progressive verb tenses. ● Use modal auxiliaries to convey various conditions. ● Order adjectives within sentences according to conventional patterns ● Form prepositional phrases. ● Use prepositional phrases. ● Produce complete sentences, recognizing inappropriate fragments. ● Produce complete sentences, correcting inappropriate fragments ● Produce complete sentences, recognizing run-ons. ● Produce complete sentences, correcting run-ons. ● Correctly use frequently confused words 	<p>tenses.</p> <ul style="list-style-type: none"> ● Use the progressive verb tenses. ● Use modal auxiliaries to convey various conditions. ● Order adjectives within sentences according to conventional patterns ● Form prepositional phrases. ● Use prepositional phrases. ● Produce complete sentences, recognizing inappropriate fragments. ● Produce complete sentences, correcting inappropriate fragments ● Produce complete sentences, recognizing run-ons. ● Produce complete sentences, correcting run-ons. ● Correctly use frequently confused words
<p>L.4.2. 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</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, when writing. ● Demonstrate command of the conventions of punctuation, when writing. ● Demonstrate command of spelling when writing. ● Use correct capitalization. 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, when writing. ● Demonstrate command of the conventions of punctuation, when writing. ● Demonstrate command of spelling when writing. ● Use correct capitalization. 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, when writing. ● Demonstrate command of the conventions of punctuation, when writing. ● Demonstrate command of spelling when writing. ● Use correct capitalization.

<p>conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Use commas to mark direct speech and quotations from a text. ● Use quotation marks to mark direct speech and quotations from a text. ● Use a comma before a coordinating conjunction in a compound sentence. ● Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> ● Use commas to mark direct speech and quotations from a text. ● Use quotation marks to mark direct speech and quotations from a text. ● Use a comma before a coordinating conjunction in a compound sentence. ● Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> ● Use commas to mark direct speech and quotations from a text. ● Use quotation marks to mark direct speech and quotations from a text. ● Use a comma before a coordinating conjunction in a compound sentence. ● Spell grade-appropriate words correctly, consulting references as needed.
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).</p>	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing. ● Use knowledge of language and its conventions when speaking. ● Use knowledge of language and its conventions when reading. ● Use knowledge of language and its conventions when listening. ● Choose words to convey ideas precisely. ● Choose phrases to convey ideas precisely. ● Choose punctuation for effect. ● Differentiate between contexts that call for formal English and situations where informal discourse is 	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing. ● Use knowledge of language and its conventions when speaking. ● Use knowledge of language and its conventions when reading. ● Use knowledge of language and its conventions when listening. ● Choose words to convey ideas precisely. ● Choose phrases to convey ideas precisely. ● Choose punctuation for effect. ● Differentiate between contexts that call for formal English and situations where informal discourse is 	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing. ● Use knowledge of language and its conventions when speaking. ● Use knowledge of language and its conventions when reading. ● Use knowledge of language and its conventions when listening. ● Choose words to convey ideas precisely. ● Choose phrases to convey ideas precisely. ● Choose punctuation for effect. ● Differentiate between contexts that call for formal English and situations where informal discourse is

	appropriate	appropriate	appropriate
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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., telegraph, photograph, autograph). 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.</p>	<ul style="list-style-type: none"> ● Determine the meaning of unknown words based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Clarify the meaning of unknown words based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Determine the meaning of unknown phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Clarify the meaning of multiple-meaning phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Use context as a clue to the meaning of a word or phrase. ● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. ● Consult reference materials both print and digital, to find the pronunciation of precise meaning of key words. ● Consult reference materials 	<ul style="list-style-type: none"> ● Determine the meaning of unknown words based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Clarify the meaning of unknown words based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Determine the meaning of unknown phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Clarify the meaning of multiple-meaning phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Use context as a clue to the meaning of a word or phrase. ● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. ● Consult reference materials both print and digital, to find the pronunciation of precise meaning of key words. ● Consult reference materials 	<ul style="list-style-type: none"> ● Determine the meaning of unknown words based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Clarify the meaning of unknown words based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Determine the meaning of unknown phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Clarify the meaning of multiple-meaning phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● Use context as a clue to the meaning of a word or phrase. ● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. ● Consult reference materials both print and digital, to find the pronunciation of precise meaning of key words. ● Consult reference materials

	<p>both print and digital, to determine or clarify the precise meaning of key words.</p> <ul style="list-style-type: none"> ● Consult reference materials both print and digital, to find the pronunciation of key phrases. ● Consult reference materials both print and digital, to determine or clarify the precise meaning of key phrases. 	<p>both print and digital, to determine or clarify the precise meaning of key words.</p> <ul style="list-style-type: none"> ● Consult reference materials both print and digital, to find the pronunciation of key phrases. ● Consult reference materials both print and digital, to determine or clarify the precise meaning of key phrases 	<p>both print and digital, to determine or clarify the precise meaning of key words.</p> <ul style="list-style-type: none"> ● Consult reference materials both print and digital, to find the pronunciation of key phrases. ● Consult reference materials both print and digital, to determine or clarify the precise meaning of key phrases
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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).</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language in word meanings. ● Demonstrate understanding of word relationships in word meanings. ● Demonstrate understanding of nuances in word meanings. ● Explain the meaning of simple similes in context. ● Explain the meaning of metaphors in context. ● Recognize and explain the meaning of common idioms, adages, and proverbs. ● Recognize the meaning of common idioms. ● Recognize the meaning of common adages. ● Recognize the meaning of common proverbs. 	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language in word meanings. ● Demonstrate understanding of word relationships in word meanings. ● Demonstrate understanding of nuances in word meanings. ● Explain the meaning of simple similes in context. ● Explain the meaning of metaphors in context. ● Recognize and explain the meaning of common idioms, adages, and proverbs. ● Recognize the meaning of common idioms. ● Recognize the meaning of common adages. ● Recognize the meaning of common proverbs. 	<ul style="list-style-type: none"> ● Demonstrate understanding of figurative language in word meanings. ● Demonstrate understanding of word relationships in word meanings. ● Demonstrate understanding of nuances in word meanings. ● Explain the meaning of simple similes in context. ● Explain the meaning of metaphors in context. ● Recognize and explain the meaning of common idioms, adages, and proverbs. ● Recognize the meaning of common idioms. ● Recognize the meaning of common adages. ● Recognize the meaning of common proverbs.

	<ul style="list-style-type: none"> ● Explain the meaning of common idioms. ● Explain the meaning of common adages. ● Explain the meaning of common proverbs. ● Demonstrate understanding of words by relating them to their opposites (antonyms). ● Demonstrate understanding of words by relating them to words with similar but not identical meanings 	<ul style="list-style-type: none"> ● Explain the meaning of common idioms. ● Explain the meaning of common adages. ● Explain the meaning of common proverbs. ● Demonstrate understanding of words by relating them to their opposites (antonyms). ● Demonstrate understanding of words by relating them to words with similar but not identical meanings 	<ul style="list-style-type: none"> ● Explain the meaning of common idioms. ● Explain the meaning of common adages. ● Explain the meaning of common proverbs. ● Demonstrate understanding of words by relating them to their opposites (antonyms). ● Demonstrate understanding of words by relating them to words with similar but not identical meanings
<p>L.4.6. 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● Acquire grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. ● Acquire grade-appropriate domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic ● Use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic 	<ul style="list-style-type: none"> ● Acquire grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. ● Acquire grade-appropriate domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic ● Use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic 	<ul style="list-style-type: none"> ● Acquire grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. ● Acquire grade-appropriate domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic ● Use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic

	<ul style="list-style-type: none">● Use accurately grade-appropriate domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	<ul style="list-style-type: none">● Use accurately grade-appropriate domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic	<ul style="list-style-type: none">● Use accurately grade-appropriate domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic
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