

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or 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.

Craft and Structure

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- 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.

Integration of Ideas and Analysis

- RL.4.7 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.
- RL.4.8 Not applicable to literature.
- RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Complexity

- RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.

Craft and Structure

- 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.
- RI.4.5 Describe the overall structure of events, ideas, concepts, or 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.

Integration of Ideas and Analysis

- RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

- RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING FOUNDATIONAL SKILLS

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

- RF.4.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

- RF.4.4 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 to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- RF.4.5 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-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.

WRITING STRAND

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Organize information and ideas around a topic to plan and prepare to write.
 - 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.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases.
 - Provide a concluding statement or section related to the opinion presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.

- f. Provide a conclusion that follows from the narrated experiences or events.
 - g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Research

- W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.6 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.

SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- 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. 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.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

LANGUAGE STANDARDS

Conventions of Standard English

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

Language Standards – Grammar Continuum

Skill	4-5
Subject/Verb Agreement	<ul style="list-style-type: none">Continue to ensure subject/verb agreement
Nouns	<ul style="list-style-type: none">Use abstract nouns (such as <i>courage</i>)Continue to use regular and irregular plural nouns
Verbs	<ul style="list-style-type: none">Form and use progressive verb tensesUse modal auxiliaries (such as <i>may</i> or <i>must</i>)Continue to form and use the perfect verb tensesConvey sense of various times, sequences, states, and conditionsRecognize and correct inappropriate shifts in verb tense
Adjectives	<ul style="list-style-type: none">Form and use comparative and superlative and accurately choose which to use—adjective or adverbOrder adjectives within sentences according to conventional patterns
Conjunctions	<ul style="list-style-type: none">Continue to use coordinating and subordinating conjunctionsUse correlative conjunctions (such as <i>either/or</i>)
Adverbs	<ul style="list-style-type: none">Form and use comparative and superlative adverbsUse relative adverbs
Sentences	<ul style="list-style-type: none">Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentencesProduce, expand, and rearrange simple, compound, and complex sentences
Prepositions	<ul style="list-style-type: none">Form and use prepositional phrases
Pronouns	<ul style="list-style-type: none">Ensure pronoun-antecedent agreementUse relative pronouns
Determiners	
Commonly Confused Words	<ul style="list-style-type: none">Correctly use frequently confused words (such as <i>to, two, too</i>)
Interjections	<ul style="list-style-type: none">Continue to use interjections
Phrases & Clauses	<ul style="list-style-type: none">Explain the function of phrases and clausesRecognize independent and dependent phrases and clauses
Usage	

- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

Language Standards – Conventions Continuum

Skill	4-5
Capitalization	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization
Punctuation	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works
Spelling	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly
References	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings

Knowledge of Language

- 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 and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

- L.4.4 Determine and/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: context clues, word parts, word relationships, and reference materials.
- L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors 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).
- 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 and that are basic to a particular topic.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.4.1 Use details from the text to recount what the text says.
- RL.4.2 Identify the theme of a familiar story, drama or poem.
- RL.4.3 Use details from the text to describe characters in the story.

Craft and Structure

- RL.4.4 Determine the meaning of words in a text.
- RL.4.5 Identify elements that are characteristics of stories.
- RL.4.6 Identify the narrator of a story with first person narration.

Integration of Ideas and Analysis

- RL.4.7 Compare the text representation of a story to a visual, tactual, or oral version of the same story.
- RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.

Range of Reading and Level of Complexity

- RL.4.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.4.1 Identify explicit details in an informational text.
- RI.4.2 Identify the main idea of a text when it is explicitly stated.
- RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Craft and Structure

- RI.4.4 Determine meaning of words in text.
- RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text
- RI.4.6 Compare own experience with a written account of the same experience.

Integration of Ideas and Analysis

- RI.4.7 Answer questions about information presented visually, orally, or quantitatively.
- RI.4.8 Identify one or more details supporting a specific point in an informational text.
- RI.4.9 Compare details presented in two texts on the same topic.

Range of Reading and Level of Complexity

- RI.4.10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

RF.4.2 Uses letters to create written documents.

Craft and Structure

RF.4.4 Apply letter-sound knowledge to decode words.

- a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
- b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).

RF.4.5 Engage in purposeful reading of text.

- a. Read text comprised of familiar words with accuracy and understanding.
- b. Use letter knowledge and context to support word recognition when reading.

WRITING STANDARDS

Text Types, Purposes, and Publishing

W.4.1 Write an opinion about topics or texts, supporting a point of view with reasons.

- a. Select a topic or text and write an opinion about it.
- b. List reasons to support the opinion.

W.4.2 Write to share information supported by details.

- a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
- b. List words, facts, or details related to the topic.

W.4.3 Write about events or personal experiences.

- a. Write about a personal experience including two events in sequence.
- b. List words that describe an event or personal experience to use when writing about it.

W.4.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

W.4.5 Gather information about a topic from two or more sources for a research project.

W.4.6 Gather and sort information from personal experiences or a topic into given categories.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

SL.4.1 Communicate with others in group interactions.

- a. Contribute ideas from prior knowledge of a text during discussions about the same text.
- b. With guidance and support, carry out assigned role in a discussion.
- c. Answer specific questions related to information in a discussion.
- d. Identify the key ideas in a discussion.

SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.

SL.4.3 Identify a point that the speaker makes.

SL.4.4 Communicate opinion on a familiar topic or text in an organized manner.

SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.

LANGUAGE

Conventions of Standard English

- L.4.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
- L.4.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
- L.4.3 Use language to achieve desired outcomes when communicating.
 - a. Use language to express emotion.
 - b. Communicate effectively with peers and adults.
- L.4.4 Demonstrate knowledge of word meanings drawn from grade 4 content.
- L.4.5 Demonstrate understanding of word relationships and use.
 - a. Use common idioms (e.g., no way, not a chance, you bet).
 - b. Demonstrate understanding of opposites.
- L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

