

***GRADE 4 ENGLISH
LANGUAGE ARTS (ELA)
GLEs
Color Coded***

GLE Content to be taught and *tested* in Grade 4 ELA in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
ELA.4.1	Use understanding of base words, roots, prefixes, and suffixes to decode more complex words	RF.4.3 RL.4.4 RI.4.4 L.4.4
ELA.4.2	Determine the meaning of unfamiliar words using knowledge of word origins and inflections	RL.4.4 RI.4.4 L.4.4
ELA.4.3	Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software	RL.4.4 RI.4.4 L.4.4
ELA.4.5	Identify a variety of story elements, including: <ul style="list-style-type: none"> • the impact of setting on character • multiple conflicts • first- and third-person points of view • development of theme 	RL.4.2 RL.4.6
ELA.4.9	Increase oral and silent reading fluency and accuracy with grade-appropriate texts	RF.4.4 RF.5.4
ELA.4.10	Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression	RF.4.4 RF.5.4
ELA.4.11	Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses	RL.4.9
ELA.4.12	Identify a variety of types of literature, including poetry and short stories, in oral and written responses	RL.4.5
ELA.4.13	Identify and explain the defining characteristics of various types of literature, including the myth and the legend	RL.4.5

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ELA.4.14	<p>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:</p> <ul style="list-style-type: none"> • sequencing events and steps in a process • explaining how the setting impacts other story elements, including the characters’ traits and actions • using specific evidence from a story to describe a character’s traits, actions, relationships, and/or motivations • confirming or denying a prediction about information in a text • comparing and contrasting story elements or information within and across texts • identifying stated main ideas and supporting details • making simple inferences 	<p>RI.1.8 RL.4.1 RL.4.3 RL.4.6 RI.4.1 RI.4.2 RI.4.3 RI.4.8</p>
ELA.4.18	<p>Explain how an author’s purpose influences organization of a text, word choice, and sentence structure</p>	<p>RI.4.5</p>
ELA.4.19	<p>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • supporting differences between fact and opinion with information from texts • skimming and scanning texts for various purposes (e.g., locating information, verifying facts) • identifying cause-effect relationships in texts and real-life situations • generating questions to guide examination of topics in texts and real-life situations • explaining connection between information from texts and real-life experiences 	<p>RI.4.3</p>
ELA.4.20	<p>Write compositions of at least three paragraphs organized with the following:</p> <ul style="list-style-type: none"> • a clearly stated central idea • an introduction and a conclusion • a middle developed with supporting details • a logical, sequential order • transitional words and phrases that unify points and ideas 	<p>W.4.2 W.4.1</p>
ELA.4.22	<p>Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience</p>	<p>W.4.4</p>
ELA.4.23	<p>Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing with peers and teachers • revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics) • proofreading/editing • publishing using available technology 	<p>W.4.5 W.4.6</p>

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ELA.4.24	Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description	W.3.1 W.4.3 W.4.1 W.4.2
ELA.4.25	Use a variety of literary devices, including hyperbole and metaphor, in compositions	L.4.5 W.4.3
ELA.4.26	Write for various purposes, including: <ul style="list-style-type: none"> • formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure • informational reports that include facts and examples and that present important details in a logical order • book reports that include an opinion and/or a persuasive viewpoint 	W.2.1 W.4.1 W.4.2
ELA.4.28	Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns	L.4.2
ELA.4.29	Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs	L.4.2
ELA.4.30	Write using standard English structure and usage, including: <ul style="list-style-type: none"> • using active and passive voices of verbs • avoiding writing with sentence fragments and run-on sentences 	L.4.1 L.4.3
ELA.4.31	Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • selecting and using common interjections appropriately • identifying and using transitive and intransitive verbs correctly • identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect • using grade-appropriate irregular verb tenses correctly 	L.4.1
ELA.4.32	Use knowledge of root words, affixes, and syllable constructions to spell words	L.4.2
ELA.4.41	Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> • electronic information such as keyword searches, passwords, and entry menu features • print materials such as indices, glossaries, table of contents, title pages, and map legends 	W.4.8
ELA.4.42	Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures	W.4.8

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ELA.4.43	Evaluate the usefulness of information selected from multiple sources, including: <ul style="list-style-type: none"> • library and online databases • electronic reference works • Internet information • community and government data • interviews • experiments • surveys 	W.4.8
ELA.4.44	Use keywords and phrases to take notes from oral, written, and electronic media sources	RI.4.9 W.4.8
ELA.4.45	Paraphrase or summarize information from a variety of sources	RL.4.2 RI.4.2 RI.4.9
ELA.4.46	Construct simple outlines with main topics and subtopics that reflect the information gathered	RI.4.9 W.4.8
ELA.4.47	Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports	W.4.7 W.4.6
ELA.4.48	Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format	W.4.8
ELA.4.50	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials	RI.4.7

CCSS, extended CCSS content (highlighted), and GLEs to be taught but *not tested* in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	
ELA.4.34	Adjust pacing to suit purpose, audience, and setting when speaking	
ELA.4.36	Deliver presentations that include the following: <ul style="list-style-type: none"> • information drawn from several sources and identification of the sources • effective introductions and conclusions • details, examples, anecdotes, or statistics that explain or clarify information • information selected to persuade or influence the audience 	
ELA.4.38	Adjust speaking content according to the needs of the audience	
ELA.4.39	Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print	
ELA.4.40	Identify the effectiveness and dynamics of group process and cooperative learning	
CCSS #	Common Core State Standard Text	Year to be Implemented
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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.¹ 	2012-13
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	2012-13
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.	2012-13
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	2012-13
RI.4.9	Integrate information from two texts on the same topic in order to write about or speak about the subject knowledgeably.	2012-13
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2012-13
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.	2012-13

¹ The highlighted CCSS match GLEs, but the highlighted CCSS content goes beyond the GLEs and will be added to the curriculum in the year shown.

CCSS, extended CCSS content (highlighted), and GLEs to be taught but *not tested* in 2012-13 and 2013-14

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.	2012-13
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2012-13
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	2012-13
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	2012-13
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	2012-13
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	2013-14
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 	2013-14
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and words with similar but not identical meanings (synonyms). 	2013-14
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	2013-14

CCSS, extended CCSS content (highlighted), and GLEs to be taught but *not tested* in 2012-13 and 2013-14

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.	2013-14
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	2013-14
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 and details. d. Provide a concluding statement or section related to the opinion presented.	2013-14
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 setting.	2013-14
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.	2013-14
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	2013-14

Grayed Out - GLEs not incorporated until 2013 – 2014

Reading and Responding – 55%

Standard 1: Read, Comprehend and Respond – 15% (GLEs 1, 2, 3, 5, 9, 10)

Standard 6: Read, Analyze, Respond to Literature – 17% (GLEs 11, 12, 13)

Standard 7: Apply Reasoning and Problem Solving Skills – 26% (GLEs 14, 18, 19)

Standard 2: Write Competently – 12% (GLEs 20, 22, 23, 24, 25, 26)

Standard 3: Use Conventions of Language – 18% (GLEs 28, 29, 30, 31, 32)

Standard 5: Locate, Select, Synthesize Information – 15% (GLE 41, 42, 43, 44, 45, 46, 47, 48, 50)

NOT CURRENTLY ASSESSED