

North Dakota English Language Arts & Literacy Content Standards

Grade 4 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: 4.RL.1

“4.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “4” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

Prioritized Standards

Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RL.1	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	✓	✓	✓	✓	✓	5

Craft and Structure:

No standards were prioritized within this cluster.

Integration of Knowledge and Ideas:

No standards were prioritized within this cluster.

For more information about this document or the prioritization process please contact the NESC:

nesc@nescnd.org / 701-662-7650

www.nesc.k12.nd.us

Range of Reading and Level of Text Complexity:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.	✓	✓	✓	✓	✓	5

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RI.1	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	✓	✓	✓	✓	✓	5
4.RI.2	Determine the main idea of a text and explain how it is supported by key details	✓	✓	✓	✓	✓	5

Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RI.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.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	✓	✓	✓	✓	✓	5

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Range of Reading and Level of Text Complexity

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently	✓	✓	✓	✓	✓	5

Reading Standards: Foundational Skills

Phonics and Word Recognition:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	✓	✓	✓	✓	✓	5

Fluency:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	5

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Writing

Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	✓	✓	✓	✓	✓	5
4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	✓	✓	✓	✓	✓	5

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Production and Distribution of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.W.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.)	✓	✓	✓	✓	✓	5

Research to Build and Present Knowledge:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	✓	✓	✓	✓	✓	5
4.W.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.	✓	✓	✓	✓	✓	5

Speaking and Listening

Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.SL.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	✓	✓	✓		✓	4

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<p>or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>						
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Presentation of Knowledge and Ideas:

No standards were prioritized within this cluster.

Language

Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.L.2	<p>Within the context of authentic English writing and speaking...</p> <p><u>Practice:</u></p> <p>a. Use commas and quotation marks in dialogue.</p> <p>b. Form and use possessives.</p> <p>c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>d. Use a comma to separate an introductory element from the rest of a sentence.</p> <p>e. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</p> <p><u>Display proficiency in:</u></p> <p>g. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>h. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>i. Use punctuation to separate items in a series.</p> <p>j. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from</p>	✓	✓	✓	✓	✓	5

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	the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). <u>Continually use and maintain proficiency:</u> Refer to progression tables to see which skills are to be continued to use and practice.						
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Knowledge of Language:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.L.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).	✓	✓	✓	✓	✓	5

Vocabulary Acquisition and Use:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
4.L.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).	✓	✓	✓	✓	✓	5

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