English Language Arts (B.E.S.T.) Standards

GRADE: 4

Strand: FOUNDATIONAL SKILLS	
Standard 1: Learning and Applying Foundational Reading Skills	
BENCHMARK CODE	**BENCHMARK**
ELA.4.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. *Clarifications*: *Clarification 1*: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-t-ai-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain"). **Related Access Point(s)** ELA.4.F.1.AP.3a Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context. *Date Adopted or Revised*: 03/22
ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. *Clarifications*: *Clarification 1*: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3*: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. **Related Access Point(s)**

	ELA.4.F.1.AP.4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication. _Date Adopted or Revised_: 07/21

Strand: READING

Standard 1: Reading Prose and Poetry

BENCHMARK CODE	BENCHMARK
ELA.4.R.1.1	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
	Related Access Point(s)
	ELA.4.R.1.AP.1 Show how setting, events, conflict and character development relate to the plot in a literary text. _Date Adopted or Revised_: 03/22
ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary text. _Clarifications_: _Clarification 1_: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.
	Related Access Point(s)
	ELA.4.R.1.AP.2 Identify a stated theme and how it develops, using details, in a literary text. _Date Adopted or Revised_: 03/22
ELA.4.R.1.3	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. _Clarifications_: _Clarification 1_: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
	Related Access Point(s)
	ELA.4.R.1.AP.3 Identify the narrator's point of view and character perspective in a literary text. _Date Adopted or Revised_: 03/22
ELA.4.R.1.4	Explain how rhyme and structure create meaning in a poem.
	Related Access Point(s)
	ELA.4.R.1.AP.4 Identify repeated words, rhyme or phrases that create meaning in a poem. _Date Adopted or Revised_: 03/22

Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
	Related Access Point(s)
	ELA.4.R.2.AP.1 Identify the text structures of problem/solution, sequence, description and how they contribute meaning in texts. _Date Adopted or Revised_: 03/22
ELA.4.R.2.2	Explain how relevant details support the central idea, implied or explicit.
	Related Access Point(s)

	ELA.4.R.2.AP.2 Identify relevant details that support an explicit central idea. *Date Adopted or Revised*: 03/22
ELA.4.R.2.3	Explain an author's perspective toward a topic in an informational text. *Clarifications*: *Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something."
	Related Access Point(s)
	ELA.4.R.2.AP.3 Explain an author's perspective toward a topic in an informational text. *Date Adopted or Revised*: 03/22
ELA.4.R.2.4	Explain an author's claim and the reasons and evidence used to support the claim.
	Related Access Point(s)
	ELA.4.R.2.AP.4 Identify an author's claim by selecting evidence and a reason used to support the claim. *Date Adopted or Revised*: 03/22

Standard 3: Reading Across Genres

BENCHMARK CODE	BENCHMARK
ELA.4.R.3.1	Explain how figurative language contributes to meaning in text(s). *Clarifications*: *Clarification 1*: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction. *Clarification 2*: See Elementary Figurative Language.
	Related Access Point(s)
	ELA.4.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in text(s). *Date Adopted or Revised*: 03/22

ELA.4.R.3.2	Summarize a text to enhance comprehension.
	
	    a. Include plot and theme for a literary text.
	    b. Include the central idea and relevant details for an informational text.
	
	Clarifications:
	Clarification 1: Most grade-level texts are appropriate for this benchmark.

	Related Access Point(s)
	ELA.4.R.3.AP.2a Identify the plot and theme for a literary text using the student's mode of communication. *Date Adopted or Revised*: 03/22
	ELA.4.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student's mode of communication. *Date Adopted or Revised*: 03/22
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.

	Clarifications: *Clarification 1*: Introduce the terms "primary sources" and "secondary sources."
	Related Access Point(s)
	ELA.4.R.3.AP.3 Compare a primary and secondary source on the same event. *Date Adopted or Revised*: 03/22

Strand: COMMUNICATION

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.4.C.1.1	Demonstrate legible cursive writing skills. *Clarifications*: *Clarification 1*: Students will produce cursive writing that can be consistently read by others.
	Related Access Point(s)
	ELA.4.C.1.AP.1 Write cursive letters. *Date Adopted or Revised*: 03/22
ELA.4.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. *Clarifications*: *Clarification 1*: Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark. *Clarification 2*: See Writing Types.
	Related Access Point(s)
	ELA.4.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words and an ending. *Date Adopted or Revised*: 03/22
ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. *Clarifications*: *Clarification 1*: See Writing Types and Elaborative Techniques.
	Related Access Point(s)
	ELA.4.C.1.AP.3 Write a claim about a topic using evidence from a source with transitions. *Date Adopted or Revised*: 03/22
ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. *Clarifications*: *Clarification 1*: See Writing Types and Elaborative Techniques.
	Related Access Point(s)
	ELA.4.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion with transitions. *Date Adopted or Revised*: 03/22

ELA.4.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
	Related Access Point(s)
	ELA.4.C.1.AP.5 Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers. *Date Adopted or Revised*: 03/22

Standard 2: Communicating Orally

BENCHMARK CODE	BENCHMARK
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. *Clarifications*: *Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. *Clarification 2*: For further guidance, see the Elementary Oral Communication Rubric.
	Related Access Point(s)
	ELA.4.C.2.AP.1 Express information in a logical sequence, using nonverbal cues, using the student's mode of communication. *Date Adopted or Revised*: 03/22

Standard 3: Following Conventions

BENCHMARK CODE	BENCHMARK
ELA.4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. *Clarifications*: *Clarification 1*: Skills to be mastered at this grade level are as follows: - Use subject-verb agreement with intervening clauses and phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. - Use conjunctions. Skills to be implemented but not yet mastered are as follows: - Use principal modals to indicate the mood of a verb. - Use appositives, main clauses, and subordinate clauses. - Recognize and correct inappropriate shifts in tense and number. - Use conjunctions correctly to join words and phrases in a sentence. - Use verbals including gerunds, infinitives, and participial phrases. - Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. *Clarification 2*: See Convention Progression by Grade Level for more information.
	Related Access Point(s)

	ELA.4.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. • Identify and use prepositions and prepositional phrases. • Maintain consistent verb tense within a paragraph.
	Date Adopted or Revised: 03/22

Standard 4: Researching

BENCHMARK CODE	BENCHMARK
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple valid sources. *Clarifications*: *Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
	Related Access Point(s)
	ELA.4.C.4.AP.1 Participate in research to answer a question, organizing information about the topic, using provided valid sources. *Date Adopted or Revised*: 03/22

Standard 5: Creating and Collaborating

BENCHMARK CODE	BENCHMARK
ELA.4.C.5.1	Arrange multimedia elements to create emphasis in oral or written tasks. *Clarifications*: *Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.
	Related Access Point(s)
	ELA.4.C.5.AP.1 Use one or more multimedia elements to create emphasis in oral or written tasks. *Date Adopted or Revised*: 03/22
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
	Related Access Point(s)
	ELA.4.C.5.AP.2 Use digital writing tools individually or collaboratively to draft and revise writing with

	support from adults. *Date Adopted or Revised*: 03/22

Strand: VOCABULARY

Standard 1: Finding Meaning

BENCHMARK CODE	BENCHMARK
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. *Clarifications*: *Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
	Related Access Point(s)
	ELA.4.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication. *Date Adopted or Revised*: 03/22
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. *Clarifications*: *Clarification 1*: See Common Greek and Latin Roots 3-5 and Affixes.
	Related Access Point(s)
	ELA.4.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. *Date Adopted or Revised*: 03/22
ELA.4.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. *Clarifications*: *Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2*: See Context Clues and Word Relationships. *Clarification 3*: See ELA.4.R.3.1 and Elementary Figurative Language.
	Related Access Point(s)
	ELA.4.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases in appropriate to grade-level content at the student's ability level with guidance and support. *Date Adopted or Revised*: 03/22