# BENCHMARK COMPLEXITY REPORT
# ENGLISH LANGUAGE ARTS GRADE 4

**Key:**
**OCS Code** = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
**Benchmark** = The wording of the benchmark.
**CCSS Code** = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
**CRS Strand** = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
**The CRS Strands are:** TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

| a. Acquire | | | | b. Make Meaning | | | | c. Transfer/Apply | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand |
| **DOMAIN: Reading Standards for Literature** | | | | | | | | | | | |
| *Key Ideas and Details* | | | | | | | | | | | |
| | | | | 4.RL.KID.1.1.b | Locate explicit details and examples that support the meaning of a story, drama, or poem | RL.4.1 | SUP | 4.RL.KID.1.2.c | Develop a key idea using details and examples from a story, drama, or poem | RL.4.1 | MID |
| | | | | 4.RL.KID.1.3.b | Locate details and examples that support the meaning of a story, drama, or poem | RL.4.1 | SUP | 4.RL.KID.2.1.c | Infer a theme based on key details that are explicit in the text of a story, drama, or poem | RL.4.2 | GEN |
| | | | | 4.RL.KID.2.3.b | Locate a theme that is explicit in the text of a story, drama, or poem | RL.4.2 | MID | 4.RL.KID.2.2.c | Create a summary of a story, drama, or poem | RL.4.2 | MID |
| | | | | 4.RL.KID.3.1.b | Describe a character in a story or drama by using specific details | RL.4.3 | SUP | | | | |
| | | | | 4.RL.KID.3.2.b | Describe a setting in a story or drama by using specific details | RL.4.3 | SUP | | | | |
| | | | | 4.RL.KID.3.3.b | Describe an event in a story or drama by using specific details | RL.4.3 | SUP | | | | |
| *Craft and Structure* | | | | | | | | | | | |
| 4.RL.CAS.4.1.a | Identify the attributes of significant characters found in mythology | RL.4.4 | | 4.RL.CAS.4.2.b | Determine the meaning of words and phrases related to significant mythological characters found in a story, drama, or poem | RL.4.4 | | 4.RL.CAS.5.1.c | Explain an author's use of structural elements in a poem when writing or speaking about a text | RL.4.5 | MID |
| 4.RL.CAS.6.1.a | Recognize the different points of view from which a story, drama, or poem can be narrated | RL.4.6 | | 4.RL.CAS.4.3.b | Determine the meaning of words and phrases as used in the text of a story, drama, or poem | RL.4.4 | MOW | 4.RL.CAS.5.2.c | Explain an author's use of structural elements in drama when writing or speaking about a text | RL.4.5 | MID |
| | | | | 4.RL.CAS.5.4.b | Compare and contrast the structure of a poem, drama, and prose | RL.4.5 | REL | 4.RL.CAS.5.3.c | Explain an author's use of structural elements in prose when writing or speaking about a text | RL.4.5 | MID |
| | | | | 4.RL.CAS.6.2.b | Distinguish between stories, drama, or poems narrated in first-person from those narrated in third-person | RL.4.6 | REL | | | | |
| *Integration of Knowledge and Ideas* | | | | | | | | | | | |
| | | | | 4.RL.IKI.7.1.b | Relate the text of a story or drama to that of a visual or oral presentation of the text | RL.4.7 | | | | | |
| | | | | 4.RL.IKI.7.2.b | Compare and contrast specific descriptions and directions in the text of a story or drama with those of a visual or oral presentation of the text | RL.4.7 | | | | | |
| | | | | 4.RL.IKI.9.1.b | Compare and contrast similar themes and topics in stories, myths, and traditional literature from different cultures | RL.4.9 | REL | | | | |
| | | | | 4.RL.IKI.9.2.b | Compare and contrast similar patterns of events in stories, myths, and traditional literature from different cultures | RL.4.9 | REL | | | | |
| **DOMAIN: Reading Standards: Foundational Skills** | | | | | | | | | | | |
| *Phonics and Word Recognition* | | | | | | | | | | | |
| 4.RF.PWR.3.1-1.a | Identify roots and affixes in multisyllabic words | RF.4.3a | | 4.RF.PWR.3.1-5.b | Determine the meaning of a text by using roots and suffixes | RF.4.3a | | 4.RF.PWR.3.1-10.c | Integrate knowledge of letter-sound correspondences, syllabication patterns, and root words and affixes to comprehend unfamiliar multisyllabic words found in a text | RF.4.3a | |
| 4.RF.PWR.3.1-2.a | Define the terms roots and affixes | RF.4.3a | | 4.RF.PWR.3.1-6.b | Determine the meaning of words from a text by using letter-sound correspondence | RF.4.3a | | | | | |
| 4.RF.PWR.3.1-3.a | Define common grade-level roots | RF.4.3a | | 4.RF.PWR.3.1-7.b | Use syllabication to create meaning from a text | RF.4.3a | | | | | |
| 4.RF.PWR.3.1-4.a | Define common grade-level affixes | RF.4.3a | | 4.RF.PWR.3.1-8.b | Describe ways that multisyllable words in a text can be decoded | RF.4.3a | | | | | |

ARCHDIOCESE CHICAGO CATHOLIC SCHOOLS

| a. Acquire | | | | b. Make Meaning | | | | c. Transfer/Apply | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand |
| | | | | 4.RF.PWR.3.1-9.b | Decode multisyllable words both in and out of the context of a text | RF.4.3a | | | | | |
| | | | | **Fluency** | | | | | | | |
| | | | | 4.RF.FLU.4.3-1.b | Use context to determine the meaning of words in a text by rereading if necessary | RF.4.4c | MOW | 4.RF.FLU.4.1.c | Read on-level text fluently with purpose and understanding | RF.4.4a | |
| | | | | 4.RF.FLU.4.3-2.b | Use context to self-correct words by rereading words that were misread | RF.4.4c | | 4.RF.FLU.4.2-1.c | Read aloud grade-level prose and poems with increasing rate on successive readings | RF.4.4b | |
| | | | | 4.RF.FLU.4.3-3.b | Use context to recognize words in a text | RF.4.4c | MOW | 4.RF.FLU.4.2-2.c | Read aloud grade-level prose and poems with increasing accuracy on successive readings | RF.4.4b | |
| | | | | 4.RF.FLU.4.3-4.b | Use context to self-correct words that are not recognized by rereading the text | RF.4.4c | | 4.RF.FLU.4.2-3.c | Read aloud grade-level prose and poems with increasing expression on successive readings | RF.4.4b | |
| | | | | | | | | 4.RF.FLU.4.2-4.c | Use punctuation to facilitate expression while reading prose and poems aloud | RF.4.4b | |
| **DOMAIN: Reading Standards for Informational Text** | | | | | | | | | | | |
| **Key Ideas and Details** | | | | | | | | | | | |
| | | | | 4.RI.KID.1.1.b | Locate details and examples that support the meaning of a multiparagraph informational text | RI.4.1 | SUP | 4.RI.KID.1.2.c | Inter meaning from a text using details and examples from a multiparagraph informational text | RI.4.1 | MID |
| | | | | 4.RI.KID.1.3.b | Locate details and examples that support the explicit meaning of a multiparagraph informational text | RI.4.1 | SUP | 4.RI.KID.2.3.c | Create a summary of a multiparagraph informational text | RI.4.2 | MID |
| | | | | 4.RI.KID.2.1.b | Develop a main idea by using key details in of a multiparagraph informational text | RI.4.2 | MID | | | | |
| | | | | 4.RI.KID.2.2.b | Cite key details to support the main idea of a multiparagraph informational text | RI.4.2 | SUP | | | | |
| | | | | 4.RI.KID.3.1.b | Explain the causes of an event in a historical text by using specific details | RI.4.3 | REL | | | | |
| | | | | 4.RI.KID.3.2.b | Explain the outcomes of a procedure in a scientific or technical text by using specific details | RI.4.3 | REL | | | | |
| | | | | 4.RI.KID.3.3.b | Explain the development of ideas/concepts in a scientific or technical text by using specific details | RI.4.3 | REL | | | | |
| **Craft and Structure** | | | | | | | | | | | |
| | | | | 4.RI.CAS.4.1-1.b | Determine the meaning of academic words and phrases from an informational text | RI.4.4 | MOW | | | | |
| | | | | 4.RI.CAS.4.1-2.b | Determine the meaning of domain-specific words and phrases from an informational text | RI.4.4 | MOW | | | | |
| | | | | 4.RI.CAS.5.1.b | Identify the structure of the events that occur in an informational text | RI.4.5 | REL | | | | |
| | | | | 4.RI.CAS.5.2.b | Identify the structure of the ideas and concepts as presented in an informational text | RI.4.5 | REL | | | | |
| | | | | 4.RI.CAS.5.3.b | Identify the structure of information as presented in an informational text | RI.4.5 | REL | | | | |
| | | | | 4.RI.CAS.6.1.b | Analyze the information presented in a firsthand and secondhand account of the same topic from informational texts | RI.4.6 | REL | | | | |
| | | | | 4.RI.CAS.6.2.b | Distinguish between a firsthand and secondhand account | RI.4.6 | REL | | | | |
| **Integration of Knowledge and Ideas** | | | | | | | | | | | |
| | | | | 4.RI.IKI.7.1.b | Analyze how information presented visually, orally, or quantitatively contributes to the meaning of an informational text | RI.4.7 | | 4.RI.IKI.9.1.c | Combine information from two informational texts on the same topic in order to write or speak about its meaning | RI.4.9 | |
| | | | | 4.RI.IKI.7.2.b | Explain how information presented visually, orally, or quantitatively contributes to the meaning of an informational text | RI.4.7 | | | | | |

ARCHDIOCESE CHICAGO
**CATHOLIC SCHOOLS**

| a. Acquire | | | | b. Make Meaning | | | | c. Transfer/Apply | | | |
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| OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand |
| | | | | 4.RI.IKI.8.1.b | Analyze the reasons and evidence that an author uses to support points in an informational text | RI.4.8 | GEN | | | | |
| | **DOMAIN: Writing Standards** | | | | | | | | | | |
| | **Text Types and Purposes** | | | | | | | | | | |
| | | | | | | | | 4.W.TTP.1.1-1.c | Introduce a topic or text clearly when writing an opinion piece | W4.1a | OUC |
| | | | | | | | | 4.W.TTP.1.1-2.c | State an opinion when writing an opinion piece | W4.1a | TOD |
| | | | | | | | | 4.W.TTP.1.1-3.c | Create an organizational structure in which related ideas are grouped to support the purpose when writing an opinion piece | W4.1a | OUC |
| | | | | | | | | 4.W.TTP.1.2.c | Support reasons with facts and details when writing an opinion piece | W4.1b | TOD |
| | | | | | | | | 4.W.TTP.1.3.c | Link opinions and reasons using words and phrases when writing an opinion piece | W4.1c | WCH |
| | | | | | | | | 4.W.TTP.1.4.c | Write a concluding statement or section related to the opinion presented when writing an opinion piece | W4.1d | OUC |
| | | | | | | | | 4.W.TTP.2.1-1.c | Introduce a topic when writing an informative/explanatory text | W4.2a | OUC |
| | | | | | | | | 4.W.TTP.2.1-2.c | Group related information into paragraphs or sections when writing an informative/explanatory text | W4.2a | OUC |
| | | | | | | | | 4.W.TTP.2.1-3.c | Use a variety of methods to aid comprehension when writing an informative/explanatory text | W4.2a | OUC |
| | | | | | | | | 4.W.TTP.2.2.c | Develop a topic with information and examples related to a topic when writing an informative/explanatory text | W4.2b | TOD |
| | | | | | | | | 4.W.TTP.2.3.c | Link ideas within categories of information using words and phrases when writing an informative/explanatory text | W4.2c | WCH |
| | | | | | | | | 4.W.TTP.2.4.c | Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text | W4.2d | WCH |
| | | | | | | | | 4.W.TTP.2.5.c | Write a concluding statement or section related to the information included when writing an informative/explanatory text | W4.2e | TOD |
| | | | | | | | | 4.W.TTP.3.1-1.c | Introduce a narrator and/or characters when writing a narrative | W4.3a | TOD |
| | | | | | | | | 4.W.TTP.3.1-2.c | Organize an event sequence that unfolds naturally when writing a narrative | W4.3a | OUC |
| | | | | | | | | 4.W.TTP.3.1-3.c | Orient the reader by establishing a situation when writing a narrative | W4.3a | TOD |
| | | | | | | | | 4.W.TTP.3.2-1.c | Develop events when writing a narrative | W4.3b | TOD |
| | | | | | | | | 4.W.TTP.3.2-2.c | Show the responses of characters to situations when writing a narrative | W4.3b | TOD |
| | | | | | | | | 4.W.TTP.3.3.c | Use a variety of transitional words and phrases to manage the sequence of events when writing a narrative | W4.3c | WCH |
| | | | | | | | | 4.W.TTP.3.4.c | Use precise language to convey events when writing a narrative | W4.3d | TOD |
| | | | | | | | | 4.W.TTP.3.5.c | Write a conclusion that follows from the narrated events when writing a narrative | W4.3e | TOD |
| | **Production and Distribution of Writing** | | | | | | | | | | |
| | | | | | | | | 4.W.PDW.4.1.c | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | W4.4 | |

ARCHDIOCESE CHICAGO CATHOLIC SCHOOLS

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| | | | | | | | | 4.W.PDW.5.1.c | Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach | W4.5 | |
| | | | | | | | | 4.W.PDW.6.1.c | Use technology to produce and publish writing | W4.6 | |
| | | | | | | | | 4.W.PDW.6.2.c | Collaborate with others when producing and publishing writing | W4.6 | |
| | | | | | | | | 4.W.PDW.6.3.c | Display sufficient command of keyboarding skills | W4.6 | |
| Research to Build and Present Knowledge | | | | | | | | | | | |
| 4.W.RBK.8.1.a | Recall relevant information from experiences to include in a short research project | W4.8 | | 4.W.RBK.8.2.b | Gather relevant information from print and digital sources to include in a short research project | W4.8 | | 4.W.RBK.7.1.c | Conduct short research projects that build knowledge by investigating multiple aspects of a topic | W4.7 | |
| | | | | 4.W.RBK.8.3.b | Take notes on each source of information for use in a short research project | W4.8 | | | | | |
| | | | | 4.W.RBK.8.4.b | Categorize information for use in a short research project | W4.8 | | | | | |
| | | | | 4.W.RBK.8.5.b | Develop a list of sources for use in a short research project | W4.8 | | | | | |
| | | | | 4.W.RBK.9.1.b | Use Reading Standards for Literature to support analysis, reflection, and research for a short research project | W4.9a | | | | | |
| | | | | 4.W.RBK.9.2.b | Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project | W4.9b | | | | | |

**DOMAIN: Speaking and Listening Standards**

**Comprehension and Collaboration**

| a. Acquire | | | | b. Make Meaning | | | | c. Transfer/Apply | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand |
| | | | | 4.SL.CAC.1.1-1.b | Prepare for group discussion by reading or studying required material | SL4.1a | | 4.SL.CAC.1.1-2.c | Use discussion preparation and other knowledge to articulate ideas during a group discussion | SL4.1a | |
| | | | | 4.SL.CAC.1.4-1.b | Summarize the key ideas expressed in a group discussion | SL4.1d | | 4.SL.CAC.1.2-1.c | Follow agreed-upon rules for a group discussion | SL4.1b | |
| | | | | 4.SL.CAC.2.1.b | Paraphrase portions of a text read aloud | SL4.2 | | 4.SL.CAC.1.2-2.c | Perform assigned roles in a group discussion | SL4.1b | |
| | | | | 4.SL.CAC.2.2.b | Paraphrase portions of a text presented in diverse media and formats | SL4.2 | | 4.SL.CAC.1.3-1.c | Clarify information by posing questions about what a speaker said during a group discussion | SL4.1c | |
| | | | | 4.SL.CAC.3.1.b | Identify evidence presented orally to support a particular point | SL4.3 | | 4.SL.CAC.1.3-2.c | Clarify information by responding to specific questions about what a speaker said during a group discussion | SL4.1c | |
| | | | | | | | | 4.SL.CAC.1.3-3.c | Link comments to the remarks of others during a group discussion | SL4.1c | |
| | | | | | | | | 4.SL.CAC.1.4-2.c | Explain ideas gained during a group discussion | SL4.1d | |

**Presentation of Knowledge and Ideas**

| a. Acquire | | | | b. Make Meaning | | | | c. Transfer/Apply | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 4.SL.PKI.6.1.b | Differentiate between contexts that call for formal English and informal discourse when speaking orally | SL4.6 | | 4.SL.PKI.4.1.c | Present orally on a topic or text in an organized manner by using appropriate facts and relevant details | SL4.4 | |
| | | | | | | | | 4.SL.PKI.4.2-1.c | Tell a story orally in an organized manner by using appropriate facts and relevant details to support key ideas or themes | SL4.4 | |
| | | | | | | | | 4.SL.PKI.4.2-2.c | Recount experiences orally with appropriate facts and relevant, descriptive details to support key ideas or themes | SL4.4 | |
| | | | | | | | | 4.SL.PKI.4.3.c | Speak clearly at an understandable pace when making an oral presentation | SL4.4 | |
| | | | | | | | | 4.SL.PKI.5.1.c | Develop key ideas or themes by adding audio recordings to an oral presentation | SL4.5 | |
| | | | | | | | | 4.SL.PKI.5.2.c | Determine key ideas or themes by adding visual displays to an oral presentation | SL4.5 | |

Prepared by GAINS Education Group 8/13/2014

# BENCHMARK COMPLEXITY REPORT
# ENGLISH LANGUAGE ARTS GRADE 4

| a. Acquire | | | | b. Make Meaning | | | | c. Transfer/Apply | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand | OCS Code | Benchmark | CCSS Code | CRS Strand |
| | | | | | | | | 4.SL.PKI.6.2.c | Use formal English in an oral presentation when appropriate to task and situation | SL4.6 | |
| **DOMAIN: Language Standards** | | | | | | | | | | | |
| **Conventions of Standard English** | | | | | | | | | | | |
| | | | | 4.L.CSE.1.2-1.b | Construct progressive verb tenses | L4.1b | SSF | 4.L.CSE.1.1.c | Use relative pronouns and adverbs when writing or speaking | L4.1a | SSF |
| | | | | 4.L.CSE.1.4.b | Order adjectives within sentences according to conventional patterns | L4.1d | WCH | 4.L.CSE.1.2-2.c | Use progressive verb tenses when writing or speaking | L4.1b | SSF |
| | | | | 4.L.CSE.1.5-1.b | Construct prepositional phrases | L4.1e | COU | 4.L.CSE.1.3.c | Use modal auxiliaries to convey various conditions when writing or speaking | L4.1c | SSF |
| | | | | 4.L.CSE.1.6-2.b | Edit complete sentences for inappropriate fragments and run-ons | L4.1f | SSF | 4.L.CSE.1.5-2.c | Use prepositional phrases when writing or speaking | L4.1e | COU |
| | | | | 4.L.CSE.1.7.b | Use frequently confused words when writing or speaking | L4.1g | SSF | 4.L.CSE.1.6-1.c | Produce complete sentences when writing or speaking | L4.1f | SSF |
| | | | | 4.L.CSE.2.2.b | Use quotation marks and commas to mark direct speech from a text | L4.2b | COP | 4.L.CSE.2.1.c | Use correct capitalization when writing | L4.2a | |
| | | | | 4.L.CSE.2.3-1.b | Use quotation marks and commas to mark quotations from a text | L4.2c | COP | 4.L.CSE.2.3-2.c | Use a comma before a coordinating conjunction in a compound sentence when writing | L4.2c | COP |
| | | | | 4.L.CSE.2.4.b | Spell grade-appropriate words correctly when writing | L4.2d | | | | | |
| **Knowledge of Language** | | | | | | | | | | | |
| | | | | 4.L.KOL.3.3.b | Differentiate between contexts that call for formal English and appropriate informal English | L4.3c | WCH | 4.L.KOL.3.1.c | Use words and phrases to convey ideas precisely when writing or speaking | L4.3a | WCH |
| | | | | | | | | 4.L.KOL.3.2.c | Use punctuation for effect when writing or speaking | L4.3b | WCH |
| **Vocabulary Acquisition and Use** | | | | | | | | | | | |
| 4.L.VAU.4.3-1.a | Find the pronunciation of words by consulting reference materials | L4.4c | MOW | 4.L.VAU.4.1.b | Determine the meaning of a word or phrase by using context clues | L4.4a | MOW | 4.L.VAU.6.1.c | Use general academic words and phrases accurately | L4.6 | WCH |
| 4.L.VAU.4.3-2.a | Clarify the precise meaning of key words and phrases by consulting reference materials | L4.4c | MOW | 4.L.VAU.4.2.b | Determine the meaning of a word by using common, grade-appropriate Greek and Latin affixes and roots as clues | L4.4b | | 4.L.VAU.6.2.c | Use domain-specific words and phrases accurately | L4.6 | WCH |
| 4.L.VAU.5.2-1.a | Recognize common idioms, adages, and proverbs | L4.5b | MOW | 4.L.VAU.5.1.b | Explain the meaning of simple similes and metaphors in context | L4.5a | MOW | | | | |
| | | | | 4.L.VAU.5.2-2.b | Explain the meaning of common idioms, adages, and proverbs | L4.5b | MOW | | | | |
| | | | | 4.L.VAU.5.3-1.b | Relate words to their antonyms. | L4.5c | MOW | | | | |
| | | | | 4.L.VAU.5.3-2.b | Relate words to their synonyms | L4.5c | MOW | | | | |