

BENCHMARKS WITH EXAMPLES REPORT

ENGLISH LANGUAGE ARTS GRADE 4



Key: **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.
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).
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.

DOMAIN: Reading Standards for Literature					
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.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.RL.KID.1	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Focus	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
Focus	4.RL.KID.1.2.c	Develop a key idea using details and examples from a story, drama, or poem		RL.4.1	MID
Supporting	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	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Focus	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
Focus	4.RL.KID.2.2.c	Create a summary of a story, drama, or poem		RL.4.2	MID
Supporting	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.3	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			
Focus	4.RL.KID.3.1.b	Describe a character in a story or drama by using specific details	e.g., A specific detail could include a character's thoughts, words, or actions	RL.4.3	SUP
Supporting	4.RL.KID.3.2.b	Describe a setting in a story or drama by using specific details	e.g., A specific detail could include a character's thoughts, words, or actions	RL.4.3	SUP
Supporting	4.RL.KID.3.3.b	Describe an event in a story or drama by using specific details	e.g., A specific detail could include a character's thoughts, words, or actions	RL.4.3	SUP
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.RL.CAS.4	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).			
Supporting	4.RL.CAS.4.1.a	Identify the attributes of significant characters found in mythology	e.g., Hercules	RL.4.4	
Supporting	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	e.g., Hercules	RL.4.4	
Focus	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	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.			
Focus	4.RL.CAS.5.1.c	Explain an author's use of structural elements in a poem when writing or speaking about a text	e.g., Verse, rhythm, and meter. Note: This should be assessed through speaking or writing.	RL.4.5	MID
Supporting	4.RL.CAS.5.2.c	Explain an author's use of structural elements in drama when writing or speaking about a text	e.g., Cast of characters, settings, descriptions, dialogue, stage directions. Note: This should be assessed through speaking or writing.	RL.4.5	MID
Supporting	4.RL.CAS.5.3.c	Explain an author's use of structural elements in prose when writing or speaking about a text	Note: This should be assessed through speaking or writing.	RL.4.5	MID
Supporting	4.RL.CAS.5.4.b	Compare and contrast the structure of a poem, drama, and prose	Note: This should be assessed through speaking or writing.	RL.4.5	REL
	4.RL.CAS.6	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			

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Focus	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	
Supporting	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
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.RL.IKI.7	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.			
Supporting	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	
Supporting	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	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.			
Supporting	4.RL.IKI.9.1.b	Compare and contrast similar themes and topics in stories, myths, and traditional literature from different cultures	e.g., Opposition of good and evil	RL.4.9	REL
Supporting	4.RL.IKI.9.2.b	Compare and contrast similar patterns of events in stories, myths, and traditional literature from different cultures	e.g., The quest	RL.4.9	REL
DOMAIN: Reading Standards: Foundational Skills					
By the end of the year, read and comprehend text in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
Status:	OCS Code:	Strand: <i>Phonics and Word Recognition (PWR)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.RF.PWR.3	3. Know and apply grade-level phonics and word analysis skills in decoding words.			
Supporting	4.RF.PWR.3.1-1.a	Identify roots and affixes in multisyllabic words	e.g., Astro: star, aud: hear, dict: say, tell	RF.4.3a	
Supporting	4.RF.PWR.3.1-2.a	Define the terms roots and affixes		RF.4.3a	
Supporting	4.RF.PWR.3.1-3.a	Define common grade-level roots		RF.4.3a	
Supporting	4.RF.PWR.3.1-4.a	Define common grade-level affixes		RF.4.3a	
Supporting	4.RF.PWR.3.1-5.b	Determine the meaning of a text by using roots and suffixes		RF.4.3a	
Supporting	4.RF.PWR.3.1-6.b	Determine the meaning of words from a text by using letter-sound correspondence		RF.4.3a	
Supporting	4.RF.PWR.3.1-7.b	Use syllabication to create meaning from a text		RF.4.3a	
Supporting	4.RF.PWR.3.1-8.b	Describe ways that multisyllable words in a text can be decoded		RF.4.3a	
Supporting	4.RF.PWR.3.1-9.b	Decode multisyllable words both in and out of the context of a text		RF.4.3a	
Supporting	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	
Status:	OCS Code:	Strand: <i>Fluency (FLU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.RF.FLU.4	4. Read with sufficient accuracy and fluency to support comprehension.			
Supporting	4.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding		RF.4.4a	
Supporting	4.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings		RF.4.4b	
Supporting	4.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings		RF.4.4b	
Supporting	4.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings		RF.4.4b	
Supporting	4.RF.FLU.4.2-4.c	Use punctuation to facilitate expression while reading prose and poems aloud		RF.4.4b	
Supporting	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

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Supporting	4.RF.FLU.4.3-2.b	Use context to self-correct words by rereading words that were misread		RF.4.4c	
Supporting	4.RF.FLU.4.3-3.b	Use context to recognize words in a text		RF.4.4c	MOW
Supporting	4.RF.FLU.4.3-4.b	Use context to self-correct words that are not recognized by rereading the text		RF.4.4c	
DOMAIN: Reading Standards for Informational Text					
By the end of the 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.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.RI.KID.1	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Focus	4.RI.KID.1.1.b	Locate details and examples that support the meaning of a multiparagraph informational text		RI.4.1	SUP
Supporting	4.RI.KID.1.2.c	Inter meaning from a text using details and examples from a multiparagraph informational text		RI.4.1	MID
Supporting	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	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
Focus	4.RI.KID.2.1.b	Develop a main idea by using key details in of a multiparagraph informational text		RI.4.2	MID
Focus	4.RI.KID.2.2.b	Cite key details to support the main idea of a multiparagraph informational text		RI.4.2	SUP
Supporting	4.RI.KID.2.3.c	Create a summary of a multiparagraph informational text		RI.4.2	MID
	4.RI.KID.3	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.			
Supporting	4.RI.KID.3.1.b	Explain the causes of an event in a historical text by using specific details	e.g., Including what happened and why	RI.4.3	REL
Supporting	4.RI.KID.3.2.b	Explain the outcomes of a procedure in a scientific or technical text by using specific details	e.g., Including what happened and why	RI.4.3	REL
Supporting	4.RI.KID.3.3.b	Explain the development of ideas/concepts in a scientific or technical text by using specific details	e.g., Including what happened and why	RI.4.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.RI.CAS.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.			
Supporting	4.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text	e.g., Relevant to a grade-level topic in different subject domains (e.g. science, social studies)	RI.4.4	MOW
Focus	4.RI.CAS.4.1-2.b	Determine the meaning of domain-specific words and phrases from an informational text	e.g., Relevant to a grade-level topic in different subject domains (e.g. science, social studies)	RI.4.4	MOW
	4.RI.CAS.5	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			
Focus	4.RI.CAS.5.1.b	Identify the structure of the events that occur in an informational text	e.g., Chronology, comparison, cause/effect, problem/solution. Note: All or part of a text.	RI.4.5	REL
Supporting	4.RI.CAS.5.2.b	Identify the structure of the ideas and concepts as presented in an informational text	e.g., Chronology, comparison, cause/effect, problem/solution. Note: All or part of a text.	RI.4.5	REL
Supporting	4.RI.CAS.5.3.b	Identify the structure of information as presented in an informational text	e.g., Chronology, comparison, cause/effect, problem/solution. Note: All or part of a text.	RI.4.5	REL
	4.RI.CAS.6	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			
Supporting	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
Supporting	4.RI.CAS.6.2.b	Distinguish between a firsthand and secondhand account		RI.4.6	REL
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:

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	4.RI.IK1.7	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
Supporting	4.RI.IK1.7.1.b	Analyze how information presented visually, orally, or quantitatively contributes to the meaning of an informational text	e.g., In charts graphs, diagrams, time lines, animations, or interactive elements on Web page	RI.4.7	
Focus	4.RI.IK1.7.2.b	Explain how information presented visually, orally, or quantitatively contributes to the meaning of an informational text	e.g., In charts graphs, diagrams, time lines, animations, or interactive elements on Web page	RI.4.7	
	4.RI.IK1.8	8. Explain how an author uses reasons and evidence to support particular points in a text.			
Focus	4.RI.IK1.8.1.b	Analyze the reasons and evidence that an author uses to support points in an informational text		RI.4.8	GEN
	4.RI.IK1.9	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			
Supporting	4.RI.IK1.9.1.c	Combine information from two informational texts on the same topic in order to write or speak about its meaning		RI.4.9	
DOMAIN: Writing Standards					
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 tasks, purposes, and audiences.					
Status:	OCS Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.W.TTP.1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
Supporting	4.W.TTP.1.1-1.c	Introduce a topic or text clearly when writing an opinion piece		W4.1a	OUC
Supporting	4.W.TTP.1.1-2.c	State an opinion when writing an opinion piece		W4.1a	TOD
Supporting	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	e.g., Logically organized paragraphs that put related ideas together	W4.1a	OUC
Supporting	4.W.TTP.1.2.c	Support reasons with facts and details when writing an opinion piece		W4.1b	TOD
Supporting	4.W.TTP.1.3.c	Link opinions and reasons using words and phrases when writing an opinion piece	e.g., For instance, in order to, in addition	W4.1c	WCH
Supporting	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	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
Focus	4.W.TTP.2.1-1.c	Introduce a topic when writing an informative/explanatory text		W4.2a	OUC
Supporting	4.W.TTP.2.1-2.c	Group related information into paragraphs or sections when writing an informative/explanatory text		W4.2a	OUC
Supporting	4.W.TTP.2.1-3.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text	e.g., Formatting (headings), illustrations, and multimedia	W4.2a	OUC
Focus	4.W.TTP.2.2.c	Develop a topic with information and examples related to a topic when writing an informative/explanatory text	e.g., Facts, definitions, concrete details, and quotations	W4.2b	TOD
Focus	4.W.TTP.2.3.c	Link ideas within categories of information using words and phrases when writing an informative/explanatory text	e.g., Another, for example, also, because	W4.2c	WCH
Supporting	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
Focus	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	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
Supporting	4.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative		W4.3a	TOD
Supporting	4.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally when writing a narrative		W4.3a	OUC
Supporting	4.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative		W4.3a	TOD

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Supporting	4.W.TTP.3.2-1.c	Develop events when writing a narrative	e.g., Use dialogue and description	W4.3b	TOD
Focus	4.W.TTP.3.2-2.c	Show the responses of characters to situations when writing a narrative		W4.3b	TOD
Supporting	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
Supporting	4.W.TTP.3.4.c	Use precise language to convey events when writing a narrative	e.g., Concrete words and phrases and sensory details	W4.3d	TOD
Supporting	4.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative		W4.3e	TOD
Status:	OCS Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.W.PDW.4	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 Writing Standards 1–3.)			
Supporting	4.W.PDW.4.1.c	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	Note: Grade-specific expectations for writing types are defined in Text Type and Purposes.	W4.4	
	4.W.PDW.5	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)			
Supporting	4.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Note: With guidance and support from peers and adults. Grade-specific expectations for conventions are defined in the benchmarks on Conventions of Standard English.	W4.5	
	4.W.PDW.6	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 two pages in a single sitting.			
Supporting	4.W.PDW.6.1.c	Use technology to produce and publish writing	Note: With some guidance and support from peers and adults. Using the internet should be part of the technology.	W4.6	
Supporting	4.W.PDW.6.2.c	Collaborate with others when producing and publishing writing	Note: With some guidance and support from adults.	W4.6	
Supporting	4.W.PDW.6.3.c	Display sufficient command of keyboarding skills	Note: With some guidance and support from adults. Sufficient command of keyboarding skills is to type a minimum of two pages in a single sitting.	W4.6	
Status:	OCS Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.W.RBK.7	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
Supporting	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	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.			
Supporting	4.W.RBK.8.1.a	Recall relevant information from experiences to include in a short research project		W4.8	
Focus	4.W.RBK.8.2.b	Gather relevant information from print and digital sources to include in a short research project		W4.8	
Supporting	4.W.RBK.8.3.b	Take notes on each source of information for use in a short research project		W4.8	
Supporting	4.W.RBK.8.4.b	Categorize information for use in a short research project		W4.8	
Supporting	4.W.RBK.8.5.b	Develop a list of sources for use in a short research project		W4.8	
	4.W.RBK.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Supporting	4.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project	e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”	W4.9a	
Supporting	4.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project	e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”	W4.9b	
DOMAIN: Speaking and Listening Standards					
By the end of the year, use oral language skills with appropriate complexity for grade 4.					
Status:	OCS Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:

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	4.SL.CAC.1	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.			
Supporting	4.SL.CAC.1.1-1.b	Prepare for group discussion by reading or studying required material	Note: Collaborative discussions can be one-on-one, in groups, or teacher led. Groups should include diverse partners discussing grade 4 topics and texts.	SL4.1a	
Supporting	4.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion	Note: Collaborative discussions can be one-on-one, in groups, or teacher led. Groups should include diverse partners discussing grade 4 topics and texts.	SL4.1a	
Supporting	4.SL.CAC.1.2-1.c	Follow agreed-upon rules for a group discussion	e.g., Gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. Note: Collaborative discussions can be one-on-one, in groups, or teacher led. Groups should include diverse partners discussing grade 4 topics and texts.	SL4.1b	
Supporting	4.SL.CAC.1.2-2.c	Perform assigned roles in a group discussion		SL4.1b	
Supporting	4.SL.CAC.1.3-1.c	Clarify information by posing questions about what a speaker said during a group discussion		SL4.1c	
Supporting	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	
Supporting	4.SL.CAC.1.3-3.c	Link comments to the remarks of others during a group discussion		SL4.1c	
Supporting	4.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion		SL4.1d	
Supporting	4.SL.CAC.1.4-2.c	Explain ideas gained during a group discussion		SL4.1d	
	4.SL.CAC.2	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
Supporting	4.SL.CAC.2.1.b	Paraphrase portions of a text read aloud		SL4.2	
Supporting	4.SL.CAC.2.2.b	Paraphrase portions of a text presented in diverse media and formats	e.g., Including visually, quantitatively, and orally	SL4.2	
	4.SL.CAC.3	3. Identify the reasons and evidence a speaker provides to support particular points.			
Supporting	4.SL.CAC.3.1.b	Identify evidence presented orally to support a particular point		SL4.3	
Status:	OCS Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.SL.PKI.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; speak clearly at an understandable pace.			
Supporting	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	
Supporting	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	
Supporting	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	
Supporting	4.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation		SL4.4	
	4.SL.PKI.5	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
Supporting	4.SL.PKI.5.1.c	Develop key ideas or themes by adding audio recordings to an oral presentation		SL4.5	
Supporting	4.SL.PKI.5.2.c	Determine key ideas or themes by adding visual displays to an oral presentation		SL4.5	
	4.SL.PKI.6	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)			
Supporting	4.SL.PKI.6.1.b	Differentiate between contexts that call for formal English and informal discourse when speaking orally	e.g., Presenting ideas vs. small-group discussions	SL4.6	
Supporting	4.SL.PKI.6.2.c	Use formal English in an oral presentation when appropriate to task and situation	Note: See grade 4 Language Standard 1 for specific expectations.	SL4.6	
DOMAIN: Language Standards					

BENCHMARKS WITH EXAMPLES REPORT
ENGLISH LANGUAGE ARTS GRADE 4



By the end of the year, use language with appropriate complexity for grade 4.					
Status:	OCS Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.L.CSE.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Supporting	4.L.CSE.1.1.c	Use relative pronouns and adverbs when writing or speaking	e.g., Pronouns include who, whose, whom, which, that, and adverbs include where, when, why	L4.1a	SSF
Supporting	4.L.CSE.1.2-1.b	Construct progressive verb tenses	e.g., I was walking; I am walking; I will be walking	L4.1b	SSF
Supporting	4.L.CSE.1.2-2.c	Use progressive verb tenses when writing or speaking	e.g., I was walking; I am walking; I will be walking	L4.1b	SSF
Supporting	4.L.CSE.1.3.c	Use modal auxiliaries to convey various conditions when writing or speaking	e.g., Can, may, must	L4.1c	SSF
Supporting	4.L.CSE.1.4.b	Order adjectives within sentences according to conventional patterns	e.g., A small red bag rather than a red small bag	L4.1d	WCH
Supporting	4.L.CSE.1.5-1.b	Construct prepositional phrases		L4.1e	COU
Supporting	4.L.CSE.1.5-2.c	Use prepositional phrases when writing or speaking		L4.1e	COU
Focus	4.L.CSE.1.6-1.c	Produce complete sentences when writing or speaking		L4.1f	SSF
Focus	4.L.CSE.1.6-2.b	Edit complete sentences for inappropriate fragments and run-ons		L4.1f	SSF
Focus	4.L.CSE.1.7.b	Use frequently confused words when writing or speaking	e.g., To, too, two; there, their	L4.1g	SSF
	4.L.CSE.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Supporting	4.L.CSE.2.1.c	Use correct capitalization when writing		L4.2a	
Supporting	4.L.CSE.2.2.b	Use quotation marks and commas to mark direct speech from a text		L4.2b	COP
Supporting	4.L.CSE.2.3-1.b	Use quotation marks and commas to mark quotations from a text		L4.2c	COP
Supporting	4.L.CSE.2.3-2.c	Use a comma before a coordinating conjunction in a compound sentence when writing		L4.2c	COP
Supporting	4.L.CSE.2.4.b	Spell grade-appropriate words correctly when writing	e.g., Consult references as needed	L4.2d	
Status:	OCS Code:	Strand: <i>Knowledge of Language (KOL)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.L.KOL.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
Focus	4.L.KOL.3.1.c	Use words and phrases to convey ideas precisely when writing or speaking		L4.3a	WCH
Supporting	4.L.KOL.3.2.c	Use punctuation for effect when writing or speaking		L4.3b	WCH
Supporting	4.L.KOL.3.3.b	Differentiate between contexts that call for formal English and appropriate informal English	e.g., Presenting ideas vs. small-group discussion	L4.3c	WCH
Status:	OCS Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	4.L.VAU.4	4. Determine 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.			
Focus	4.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues	e.g., Definitions, examples, or restatements in text	L4.4a	MOW
Focus	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	e.g., Telegraph, photograph, autograph	L4.4b	
Focus	4.L.VAU.4.3-1.a	Find the pronunciation of words by consulting reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L4.4c	MOW
Supporting	4.L.VAU.4.3-2.a	Clarify the precise meaning of key words and phrases by consulting reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L4.4c	MOW
	4.L.VAU.5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Supporting	4.L.VAU.5.1.b	Explain the meaning of simple similes and metaphors in context	e.g., As pretty as a picture	L4.5a	MOW
Supporting	4.L.VAU.5.2-1.a	Recognize common idioms, adages, and proverbs	e.g., "Piece of cake" or "you can't judge a book by its cover"	L4.5b	MOW
Supporting	4.L.VAU.5.2-2.b	Explain the meaning of common idioms, adages, and proverbs	e.g., "Piece of cake" or "you can't judge a book by its cover"	L4.5b	MOW

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Supporting	4.L.VAU.5.3-1.b	Relate words to their antonyms.	e.g., Opposites	L4.5c	MOW
Supporting	4.L.VAU.5.3-2.b	Relate words to their synonyms	e.g., Words with similar but not identical meanings	L4.5c	MOW
	4.L.VAU.6	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).			
Supporting	4.L.VAU.6.1.c	Use general academic words and phrases accurately	e.g., Words that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	L4.6	WCH
Supporting	4.L.VAU.6.2.c	Use domain-specific words and phrases accurately	e.g., Words that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)	L4.6	WCH