

**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
<b>DOMAIN: Reading Standards for Literature</b>											
<b>Key Ideas and Details</b>											
				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				
<b>Craft and Structure</b>											
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				
<b>Integration of Knowledge and Ideas</b>											
				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				
<b>DOMAIN: Reading Standards: Foundational Skills</b>											
<b>Phonics and Word Recognition</b>											
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 multisyllabic words in a text can be decoded	RF.4.3a					

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				4.RF.PWR.3.1-9.b	Decode multisyllable words both in and out of the context of a text	RF.4.3a					
<b>Fluency</b>											
				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	
<b>DOMAIN: Reading Standards for Informational Text</b>											
<b>Key Ideas and Details</b>											
				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				
<b>Craft and Structure</b>											
				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				
<b>Integration of Knowledge and Ideas</b>											
				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					



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				4.RI.1K1.8.1.b	Analyze the reasons and evidence that an author uses to support points in an informational text	RI.4.8	GEN				
<b>DOMAIN: Writing Standards</b>											
<b>Text Types and Purposes</b>											
								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
<b>Production and Distribution of Writing</b>											
								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	



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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	
<b>Research to Build and Present Knowledge</b>											
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					
<b>DOMAIN: Speaking and Listening Standards</b>											
<b>Comprehension and Collaboration</b>											
				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	
<b>Presentation of Knowledge and Ideas</b>											
				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	



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								4.SL.PK1.6.2.c	Use formal English in an oral presentation when appropriate to task and situation	SL.4.6	
<b>DOMAIN: Language Standards</b>											
<b>Conventions of Standard English</b>											
				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					
<b>Knowledge of Language</b>											
				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
<b>Vocabulary Acquisition and Use</b>											
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				