

ELA Overview Grades 3-4- By the end of Grade 4 students will be able to:

Use more advanced reading comprehension strategies to understand text, including making inferences, determining the main idea and identifying key details. Synthesize information from two texts. Support analytical thinking with specific examples from the text. Summarize information. Interpret information from charts, images, videos, timelines and diagrams. Compare and contrast information read. Proficiently read at grade level four in both fiction and nonfiction texts.

	3rd Grade	4th Grade
Foundational Skills		
Phonics and Word Recognition	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and suffixes. Decode multi-syllabic words. Identify, know the meanings of, and decode words with suffixes. 3RF3d: Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. 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.
Fluency	<p>Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> Read grade-level text with sufficient accuracy and fluency to support comprehension. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Key Ideas and Details		
Key Ideas and Details	<ul style="list-style-type: none"> Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) 	<ul style="list-style-type: none"> Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or

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		concepts, including what happened and why, based on specific evidence from the text. (RI)
Craft and Structure	<ul style="list-style-type: none"> Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI) Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL) 	<ul style="list-style-type: none"> Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) 	<ul style="list-style-type: none"> Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

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<p>Text Types and Purposes</p>	<p>Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce a claim, supported by details, and organize the reasons and evidence logically. • Use precise language and content-specific vocabulary. • Use linking words and phrases to connect ideas within categories of information. 3W1d: Provide a concluding statement or section. <p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <ul style="list-style-type: none"> • Introduce a topic and organize related information together. • Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. • Use precise language and content-specific vocabulary. • Use linking words and phrases to connect ideas within categories of information. GRADE 3 • Provide a concluding statement or section. • Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters. • Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a conclusion. 	<ul style="list-style-type: none"> • Write an argument to support claim(s), using clear reasons and relevant evidence. • Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. • Use precise language and content-specific vocabulary. • Use transitional words and phrases to connect ideas within categories of information. • Provide a concluding statement or section related to the argument presented. <p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and organize related information in paragraphs and sections. • Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. • Use precise language and content-specific vocabulary. • Use transitional words and phrases to connect ideas within categories of information. 4W2e: Provide a concluding statement or section related to the information or explanation presented. <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters.
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	<ul style="list-style-type: none"> • Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). 	<ul style="list-style-type: none"> • Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. • Use transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. • Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. • Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
Research to Present Knowledge	<ul style="list-style-type: none"> • Conduct research to answer questions, including self-generated questions, and to build knowledge. • Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. 	<ul style="list-style-type: none"> • Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic. • Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.
Comprehension and Collaboration	<p>Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <ul style="list-style-type: none"> • Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. 	<p>Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; draw on that preparation and other

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	<ul style="list-style-type: none"> • Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. • Ask questions to check understanding of information presented and link comments to the remarks of others. • Explain their own ideas and understanding of the discussion. • Consider individual differences when communicating with others. • Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral). • Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail. 	<p>information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • Follow agreed-upon norms for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • Review the relevant ideas expressed and explain their own ideas and understanding of the discussion. • Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral). • Identify and evaluate the reasons and evidence a speaker provides to support particular points.
<p>Presentation of Knowledge and Ideas</p>	<ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • Include digital media and/or visual displays in presentations to emphasize certain facts or details. 3SL6: Identify contexts that call for academic English or informal discourse. 	<ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience. • Include digital media and/or visual displays in presentations to emphasize central ideas or themes. • Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.
<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:</p>	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

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- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms.
- Acquire and accurately use general academic and content-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).

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Knowledge of Language	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. <ul style="list-style-type: none">• Choose words and phrases for effect.• Recognize and observe differences between the conventions of spoken and written standard English.	<ul style="list-style-type: none">• Use knowledge of language and its conventions when writing, speaking, reading, or listening.• Choose words and phrases to convey ideas precisely.• Choose punctuation for effect.• Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
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