

# North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

## GRADE 4

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 3-5	4.RL.1	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	inference, textual evidence, literary, plot, setting, summarize, details, theme
	4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.	comprehend, proficient, different genres
Reading Standards for Informational/Nonfiction Text 3-5	4.RI.1	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	textual evidence, inference, example, details, summarize, explicitly, nonfiction
	4RI.2	Determine the main idea of a text and explain how it is supported by key details.	main idea, supporting detail, information
	4RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	animations, interpret, quantitatively
	4.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	informational, comprehend
Reading Stan	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a) 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.	root, syllable, affixes, suffix, prefix
	4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	fluency, accuracy, rate, poetry, expression



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Writing Standards 3-5	4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b) Provide reasons that are supported by facts and details.</li> <li>c) Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition).</li> <li>d) Provide a concluding statement or section related to the opinion presented.</li> </ul>	opinion, topic, support, organizational structure, facts, transitional words/phrases, point of view, conclusion, evidence
	4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c) Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because).</li> <li>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e) Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	informative/explanatory text, topic, supporting details, research, illustrations, transitional words, conclusion, introduction, concrete details
	4.W.3	<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"> <li>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c) Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e) Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	narrative, narrator, fantasy and real, characters, sequence of events, dialogue, concrete phrases or words, introduction and conclusion, transitional words, orient, sensory details



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Speaking and Listening Standards 3-5	4.SL.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. <ul style="list-style-type: none"> <li>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b) Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c) 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.</li> <li>d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	discussion, connection, norms, relevant, collaborate, engage effectively
	4.SL.2	Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrase, listening, media, quantitatively
Language Standards 3-5	4.L.2	Within the context of authentic English writing and speaking... Practice: <ul style="list-style-type: none"> <li>a) Use commas and quotation marks in dialogue.</li> <li>b) Form and use possessives.</li> <li>c) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>d) Use a comma to separate an introductory element from the rest of a sentence.</li> <li>e) Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>f) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</li> </ul> Display proficiency in: <ul style="list-style-type: none"> <li>g) Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>h) Use a comma before a coordinating conjunction in a compound sentence.</li> <li>i) Use punctuation to separate items in a series.</li> <li>j) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).</li> </ul> Continually use and maintain proficiency: Refer to progression tables to see which skills are to be continued to use and practice.	quotations (in dialogue), coordinating conjunctions, comma (usage)



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4L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	simile, metaphor, idiom, proverbs, adages, synonyms, antonyms
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