4th Grade		
Strand	**Code**	**Benchmark**
Reading	4.1.1.1	Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Anglo Saxon) to decode and comprehend unfamiliar multi-syllabic words in and out of context.
Reading	4.1.1.2	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reading	4.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support.
Reading	4.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.
Reading	4.1.2.3	Locate, select, and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.
Reading	4.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Reading	4.1.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
Reading	4.1.4.2	Determine a theme or central idea of a story, drama, or poem from details in the text.
Reading	4.1.4.3	Describe a literary element in detail, drawing on specific details from literary text.

Reading	4.1.4.4	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
Reading	4.1.5.1	Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view).
Reading	4.1.5.2	Describe the informational text structure (including, but not limited to sequence and chronology) of events, ideas, concepts, or information in a text or part of a text.
Reading	4.1.5.3	Interpret the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
Reading	4.1.6.1	Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters.
Reading	4.1.6.2	Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose.
Reading	4.1.6.3	Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy).
Reading	4.1.7.1	Explain how an author uses reasoning and evidence to support an argument.
Reading	4.1.8.1	Distinguish literal from figurative language in stories, poems, or songs.
Reading	4.1.8.2	Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary.
Reading	4.1.9.1	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
Reading	4.1.9.2	Question and assess validity and credibility of information, related to task and purpose. (e.g., CRAAP test)

Writing	4.2.1.1	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
Writing	4.2.1.2	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
Writing	4.2.1.3	Demonstrate subject-verb and pronoun antecedent agreement in simple, compound, and complex sentences, authentically in writing.
Writing	4.2.2.1	Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)
Writing	4.2.2.2	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
Writing	4.2.3.1	Plan and draft multiple pieces of writing; self select which of them to revise, edit, and publish.
Writing	4.2.3.2	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
Writing	4.2.4.1	Write to argue, including an introduction and conclusion, building on skills from previous years.
Writing	4.2.4.2	Write to persuade, including an introduction and conclusion, building on skills from previous years.
Writing	4.2.5.1	Write to inform or explain, organizing and presenting ideas clearly, using a variety of text structures, and including an introduction and conclusion, building on skills from previous years. a. Use precise, domain-specific vocabulary.
Writing	4.2.5.2	Write to respond to the conclusion of a literary text.
Writing	4.2.6.1	Write to create, developing literary elements, including character, setting, conflict, and resolution with detail in a variety of literary forms. (e.g., poetry, stories, plays)
Writing	4.2.6.2	Describe sensory detail, in written narratives, poetry, or other creative text.

Writing	4.2.7.1	Ask relevant questions to guide inquiry.
Writing	4.2.7.2	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
Writing	4.2.8.1	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	4.3.1.1	Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. c. Express one's own ideas, stories, and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal.
LSVEI	4.3.1.2	Ask and answer questions to clarify or follow up on viewpoints of others in a discussion.
LSVEI	4.3.1.3	Receive and act on feedback from others, self reflect, and provide constructive feedback on peers' work in various ways (ex. written, oral, non-verbal).
LSVEI	4.3.2.1	Use vocabulary, language, structure, and features of spoken language to convey ideas precisely, in communicating with others in social and academic situations.
LSVEI	4.3.3.1	Create written, oral, and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles.
LSVEI	4.3.3.2	Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.*