

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 4**

READING: LITERATURE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	1. READING: Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Refer to details and examples in a text: (4.1.1.1) <ul style="list-style-type: none"> • When explaining what the text says explicitly • When drawing inferences from the text 	(None)	
4	1. READING: Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> • Determine a theme of a story, drama, or poem from details in the text. (4.1.2.2) • Summarize the text. (4.1.2.2) 	(None)	
4	1. READING: Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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). (4.1.3.3)	<ul style="list-style-type: none"> • Items may address characterization in a poem as well as a story or drama. • In addition to drawing on specific details, items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot. • Items may address basic and/or complex characterization. • When assessing characterization, items may include evaluation of: <ul style="list-style-type: none"> - character traits (emotions, motivations, attitudes, intentions) - methods of characterization (behavior/actions, dialogue/speech, thoughts) 	

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READING: LITERATURE *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	1. READING: Literature	(Continued)	(Continued)	(Continued) <ul style="list-style-type: none"> - characters' influence or affect on story/plot development (sequence of events, setting—time and place—and /or theme) - comparison/contrast of characters - conflict within, between, and/or among characters - impact of setting on characters - prediction of characters' likely action in the future • Items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot. • Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story). • Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, or how the sequence of events shapes the resolution, etc.). • In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view. 	

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READING: LITERATURE *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	2. READING: Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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., <i>Herculean</i>). (4.1.4.4)	<ul style="list-style-type: none"> • Items are not limited to meaning of words as they relate to significant characters from mythology: items that address content, words, and terms from mythology are the exception, rather than the rule. 	
4	1. READING: Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> • When writing or speaking about a text explain major differences between poems, drama, and prose. (4.1.5.5) • When talking about a poem refer to the structural elements: verse, rhythm, meter. (4.1.5.5) • When talking about drama and prose, refer to the structural elements: cast of characters, settings, descriptions, dialogue, stage directions. (4.1.5.5) 	<ul style="list-style-type: none"> • Items may assess distinguishing features of fiction, drama, or poetry. • At a minimum, items may require an explanation of the use of a single structural element within one single text. • Items may require an explanation of similarities as well as differences (i.e., comparisons as well as contrasts) of structural elements. • Writing and speaking will be assessed at the classroom level only. 	

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READING: LITERATURE *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	1. READING: Literature	6. Assess how point of view or purpose shapes the content and style of a text.	Compare and contrast the point of view from which different stories are narrated; include the difference between first- and third-person narrations. (4.1.6.6)	<ul style="list-style-type: none"> Items may assess a character's point-of-view/perspective. 	
4	1. READING: Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. (4.1.7.7)	(Assessed at classroom level only.)	
4	1. READING: Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)	(None)	
4	1. READING: Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast: (4.1.9.9) <ul style="list-style-type: none"> The treatment of similar themes and topics (e.g., opposition of good and evil) Patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian. 	(Assessed at classroom level only.)	

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READING: LITERATURE *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	1. READING: Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year: (4.1.10.10) <ul style="list-style-type: none"> • Read and comprehend literature and other texts including stories, drama, and poetry proficiently and independently with scaffolding as needed at the high end of the range. The literature should be within the grades 4-5 complexity band. • Self-select texts for personal enjoyment, interest, and academic tasks. 	(None)	

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READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	2. READING: Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Refer to details and examples in a text: (4.2.1.1) <ul style="list-style-type: none"> • When explaining what the text says explicitly • When drawing inferences from the text 	(None)	
4	2. READING: Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> • Determine the main idea of a text (4.2.2) • Explain how it is supported by key details (4.2.2.2) • Summarize the text (4.2.2.2) 	(None)	

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READING: INFORMATIONAL TEXT *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	2. READING: Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Based on historical, scientific or technical text, explain what happened and why with regards to: (4.2.3.3) <ul style="list-style-type: none"> • Events • Procedures • Ideas • Concepts 	<ul style="list-style-type: none"> • Items do not exclusively assess historical, scientific, or technical texts. • The term concepts refers to big ideas (e.g., perceptions, thoughts, theories, or models). • Technical text may refer to, but is not limited to, a how-to text, a list of procedures or directions, etc. • Items include, but are not limited to, understanding sequence of events and their effect on individuals; cause and effect; impact of setting on individuals (e.g., inventors) and process (e.g., the weather's impact on commercial fishing); and prediction. • Items may include analysis of the motivation of individuals—real people—and/or interpretation of their actions based on events. • In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters and/or events and their development may be assessed via plot technique (i.e., exposition, rising action, etc.). 	
4	2. READING: Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of general academic and subject-specific words or phrases in a text relevant to a grade 4 topic or subject area. (4.2.4.4)	(None)	

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READING: INFORMATIONAL TEXT *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	2. READING: Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (e.g., chronology, comparison, cause/effect, problem/solution). (4.2.5.5)	<ul style="list-style-type: none"> • Items may address author’s method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description. 	
4	2. READING: Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	Compare and contrast a firsthand and secondhand account, (by or about Minnesota American Indians), of the same event or topic. Describe the differences in focus and the information provided. (4.2.6.6)	<ul style="list-style-type: none"> • May also include references to primary and secondary sources (rather than just firsthand and secondhand accounts). • The terms author’s point-of-view and author’s perspective, solely as they relate to the author’s purpose, are interchangeable. (In literary nonfiction, the author and the narrator may be—but are not necessarily—one and the same.) 	

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READING: INFORMATIONAL TEXT (*continued*)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	2. READING: Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages). (4.2.7.7) • Explain how the information contributes to an understanding of the text in which it appears. (4.2.7.7) 	(Assessed at classroom level only.)	
4	2. READING: Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Explain how an author uses reasons and evidence to support particular points in a text. (4.2.8.8)	<ul style="list-style-type: none"> • Items may assess adequacy, accuracy and appropriateness of author’s evidence and credibility of sources. • Items may assess the identification of author’s use of fact versus opinion or the appropriateness of author’s defense of facts or opinions. • Items may examine cause-and-effect relationships. 	
4	2. READING: Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4.2.9.9)	(Assessed at classroom level only.)	

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READING: INFORMATIONAL TEXT *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	MCA III Test Specifications	Notes
4	2. READING: Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>By the end of the year: (4.2.10.10)</p> <ul style="list-style-type: none"> • Read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently, with scaffolding as needed at the high end of the range. The literature should be within the grades 4-5 complexity band. • Self-select texts for personal enjoyment, interest, and academic tasks. 	(None)	

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READING: FOUNDATIONAL SKILLS

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	3. READING: Foundational Skills	0. No related anchor standard	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of: <ul style="list-style-type: none"> • letter-sound correspondences • syllabication patterns • morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context (4.3.0.3)	
4	3. READING: Foundational Skills	0. No related anchor standard	Read with sufficient accuracy and fluency to support comprehension: (4.3.0.4) <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	

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WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (<i>e.g. persuasive writing or book review</i>) (4.6.1.1)</p> <ul style="list-style-type: none"> • 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. • Provide reasons that are supported by facts and details. • Link opinions and reasons using transition words and phrases (<i>e.g., for instance, in order to, in addition</i>). • Provide a concluding statement or section related to the opinion presented. 	
4	6. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (<i>e.g. non-fiction research, how to, biography, mapping, and directions</i>) (4.6.2.2)</p> <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or examples related to the topic. • Connect ideas across categories of information using words, phrases (<i>e.g., in contrast, especially</i>). • Use precise language to inform or explain the topic. • Provide a concluding section related to the information presented. 	

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WRITING (continued)

	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	6. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (<i>e.g. descriptive stories, response to literature, formal letter, and poetry</i>) (4.6.3.3)</p> <ul style="list-style-type: none"> • Establish a situation, introduce a narrator and/or characters, and organize an event sequence. • Include dialogue, description, and pacing, to develop story events. • Use a variety of transitional words and phrases. • Use concrete words and phrases and sensory details to convey story events. • Provide a conclusion (when appropriate to the genre) that follows from the narrated story events. 	
4	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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 standards 1-3 above.) (4.6.4.4)	

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WRITING (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	6. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	<p>With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) (4.6.5.5)</p> <ul style="list-style-type: none"> • Introduce and practice through shared writing, the guidelines of the Six Traits of Writing Model as appropriate: <ul style="list-style-type: none"> - Ideas - Organization - Word Choice - Fluency - Voice - Conventions 	
4	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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 one page in a single sitting. (4.6.6.6)	
4	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. <i>Benchmark 7 can be embedded into Benchmark 2</i> (4.6.7.7)	

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WRITING (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4.6.8.8)	
4	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (4.6.9.9)</p> <ul style="list-style-type: none"> • Apply <i>grade 4 Reading standards</i> to literature (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].”). • Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). 	
4	6. WRITING	10. 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.	<p>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 discipline-specific tasks, purposes, and audiences. (4.6.10.10)</p> <ul style="list-style-type: none"> • Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. 	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. (4.8.1.1) <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore idea under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Cooperate and problem-solve as appropriate for productive group discussion. 	
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (4.8.2.2)	
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Identify the reasons and evidence a speaker provides to support particular points. (4.8.3.3)	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<p>Report on a topic/text. (4.8.4.4)</p> <ul style="list-style-type: none"> • In an organized manner. • Use appropriate facts to support main ideas or themes. • Use relevant, descriptive details to support main ideas or themes. • Avoid plagiarism by identifying sources. • Speak clearly at an understandable pace. <p>Tell a story, or recount an experience. (4.8.4.4)</p> <ul style="list-style-type: none"> • In an organized manner. • Use appropriate facts to support main ideas or themes. • Use relevant, descriptive details to support main ideas or themes. • Speak clearly at an understandable pace. 	
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4.8.5.5)	
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussions); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (4.8.6.6)	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *(continued)*

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	Distinguish among, understand, and use different types of print, digital, and multimodal media. (4.8.7.7) <ul style="list-style-type: none"> • Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). • Locate and use information in print, non-print, and digital resources using a variety of strategies. • Check for accuracy of information between two different sources. • Recognize safe practices in social and personal media communications. 	
4	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) (4.8.8.8) <ul style="list-style-type: none"> • Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music. • Publish the work and share it with an audience. 	

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LANGUAGE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4.10.1.1)</p> <ul style="list-style-type: none"> • Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). • Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. • Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	
4	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4.10.2.2)</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. 	

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LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (4.10.3.3)</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	
4	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate.	<p>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. (4.10.4.4)</p> <ul style="list-style-type: none"> • 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., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
4	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness. (4.10.5.5)</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	

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LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 4 Benchmark	Notes
4	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). (4.10.6.6)	