

Archdiocese of Washington Grade 4 Language Arts Standards
with Common Core Alignment

ADW #	Word Recognition, Fluency and Vocabulary (WRFV)	Common Core Indicator #
LA.4.WRFV.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.	RF.4.4
LA.4.WRFV.2	Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings) and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.	L.4.5.B - C
LA.4.WRFV.3	Use knowledge of root words (nation) to determine the meaning of unknown words within a passage (national, nationality).	RF.4.3.A
LA.4.WRFV.4	Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	L.4.4.B
LA.4.WRFV.5	Use a thesaurus to find related words and ideas.	L.4.4.C
LA.4.WRFV.6	Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).	L.4.4.A
LA.4.WRFV.7	Use context to determine the meaning of unknown words.	RL.4.4, L.4.4.A
ADW #	Reading Comprehension (RC)	Common Core Indicator #
LA.4.RC.1	Use the organization of informational text to strengthen comprehension.	RI.4.7
LA.4.RC.2	Use appropriate strategies when reading for different purposes.	
LA.4.RC.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.	
LA.4.RC.4	Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.	
LA.4.RC.5	Compare and contrast information on the same topic after reading several passages or articles.	RL.4.9
LA.4.RC.6	Distinguish between cause and effect and between fact and opinion in informational text.	
LA.4.RC.7	Follow multi-step instructions in a basic technical manual.	
LA.4.RC.8	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.	
LA.4.RC.9	Recognize main ideas and supporting details presented in expository (informational texts).	RI.4.2

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ADW #	Literacy Response and Analysis (LRA)	Common Core Indicator #
LA.4.LRA.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	RL.6.9
LA.4.LRA.2	Identify the main events of the plot, including their causes and the effects of each even on future actions, and the major theme from the story action.	
LA.4.LRA.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.	RL.4.3
LA.4.LRA.4	Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	
LA.4.LRA.5	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.	L.4.5.A
LA.4.LRA.6	Determine the theme.	RL.4.2
LA.4.LRA.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	RL.4.6
ADW #	Writing Process (WP)	Common Core Indicator #
LA.4.WP.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	
LA.4.WP.2	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	W.4.4
LA.4.WP.3	Write informational pieces with multiple paragraphs that: • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs.	W.4.2
LA.4.WP.4	Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.	W.4.2.A
LA.4.WP.5	Quote or paraphrase information sources, citing them appropriately.	
LA.4.WP.6	Locate information in reference texts by using organizational features, such as prefaces and appendixes.	
LA.4.WP.7	Use multiple reference materials and online information (the Internet) as aids to writing.	W.4.8
LA.4.WP.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	
LA.4.WP.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer technology.	W.4.6
LA.4.WP.10	Review, evaluate, and revise writing for meaning and clarity.	W.4.5
LA.4.WP.11	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	

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LA.4.WP.12	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	
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ADW #	Writing Applications (WA)	Common Core Indicator #
LA.4.WA.1	Write narratives (stories) that: • include ideas, observations, or memories of an event or experience. • provide a context to allow the reader to imagine the world of the event or experience. • use concrete sensory details.	W.4.3
LA.4.WA.2	Write responses to literature that: • demonstrate an understanding of a literary work. • support judgments through references to both the text and prior knowledge.	
LA.4.WA.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: * includes information from a variety of sources (books, technology, multimedia), * demonstrates that information that has been gathered has been summarized, * organizes information by categorizing it into multiple categories (such as solid, liquid, and gas; or reduce, reuse, and recycle) or includes information gained through observation.	W.4.7
LA.4.WA.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	
LA.4.WA.5	Use varied word choices to make writing interesting.	W.4.2.D
LA.4.WA.6	Write for different purposes (information, persuasion) and to a specific audience or person.	W.4.10
ADW #	English Language Conventions (ELC)	Common Core Indicator #
LA.4.ELC.1	Write smoothly and legibly in cursive, forming letters and words that can be read by others.	
LA.4.ELC.2	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth and Dr. Stone checks for cavities.) in writing.	
LA.4.ELC.3	Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.	
LA.4.ELC.4	Identify and use in writing regular verbs (live/lived, shout/shouted) and irregular verbs (swim/swam), (ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).	L.4.1
LA.4.ELC.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (He said, "I'd be happy to go."), apostrophes to show possession (Jim's shoes, the dog's food) and apostrophe's in contractions (can't, didn't, won't).	L.4.1
LA.4.ELC.6	Use underlining, quotation marks, or italics to identify titles of documents. • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.	L.4.2
LA.4.ELC.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	L.4.2

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LA.4.ELC.8	Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring or words with more than one acceptable spelling like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur·prise or e·co·lo·gy).	L.4.2.D
ADW #	Listening and Speaking (LS)	Common Core Indicator #
LA.4.LS.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	SL.4.1
LA.4.LS.2	Summarize major ideas and supporting evidence presented in spoken presentations.	
LA.4.LS.3	Identify how language use (sayings and expressions) reflects regions and cultures.	
LA.4.LS.4	Give precise directions and instructions.	
LA.4.LS.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	
LA.4.LS.6	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	
LA.4.LS.7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	
LA.4.LS.8	Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	
LA.4.LS.9	Engage the audience with appropriate words, facial expressions, and gestures.	
LA.4.LS.10	Evaluate the role of the media in focusing people's attention on events and in forming their options	
LA.4.LS.11	Make narrative (story) presentations that relate ideas, observations, or memories about an event or experience, and provide a context that allows listeners to imagine the circumstances of the event or experience.	
LA.4.LS.12	Make information presentations that focus on one main idea, include facts and details that help listeners to focus, and incorporate more than one source of information	SL.4.4
LA.4.LS.13	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	SL.4.4
LA.4.LS.14	Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.	
LA.4.LS.15	Connect and relate experiences and ideas to those of a speaker.	
LA.4.LS.16	Distinguish between the speaker's opinions and verifiable facts.	
LA.4.LS.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	