



Language Arts - Grade Four (#5010045)

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Course Number: 5010045

Course Section: Grades PreK to 12 Education Courses

Course Attributes:

- Requires Class Size

Course Type: Core Course

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

Abbreviated Title: LANG ARTS GRADE 4

Course Length: Year (Y)

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 4.

GENERAL NOTES

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Additional Requirements:

The following Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.4.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <div><div>a. Demonstrate legible cursive writing skills.</div><div>b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</div><div>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</div><div>d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</div><div>e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</div><div>f. Form and use prepositional phrases.</div><div>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</div></div>

	h. Correctly use frequently confused words (e.g., to, too, two; there, their).
LAFS.4.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol 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.
LAFS.4.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol 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).
LAFS.4.L.3.4:	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. <ol 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., telegraph, photograph, autograph). 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.
LAFS.4.L.3.5:	Demonstrate understanding of word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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).
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LAFS.4.RF.3.3:	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
LAFS.4.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-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.
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LAFS.4.RI.2.5:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.4.RI.2.6:	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7:	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RI.3.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	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).
LAFS.4.RL.2.4:	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., Herculean).
LAFS.4.RL.2.5:	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LAFS.4.RL.2.6:	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LAFS.4.RL.3.7:	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.
LAFS.4.RL.3.9:	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LAFS.4.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.SL.1.1:	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. <ol 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 ideas under discussion. Follow agreed-upon rules 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.

	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6:	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LAFS.4.W.1.1:	<p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.2:	<p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. 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.
LAFS.4.W.1.3:	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.4.W.2.4:	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.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	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.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.4.W.3.9:	<p>a. Apply grade 4 Reading standards 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].").</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
LAFS.4.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
	Describe characteristics of valid health information, products, and services.
HE.4.B.3.1:	Remarks/Examples: Professional certification, components of proper labeling, complete directions for use, source, and date.
	Construct criteria for selecting health resources, products, services, and reputable technologies.
HE.4.B.3.2:	Remarks/Examples: Asking if health resources are safe, affordable, and available.
	Explain effective verbal and nonverbal communication skills to enhance health.
HE.4.B.4.1:	Remarks/Examples: Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.
	Identify refusal skills and negotiation skills that avoid or reduce health risks.
HE.4.B.4.2:	Remarks/Examples: Expressing feelings, offering alternatives, and reporting danger.
	Discuss nonviolent strategies to manage or resolve conflict.
HE.4.B.4.3:	Remarks/Examples: Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
	Demonstrate ways to ask for assistance to enhance personal health.
HE.4.B.4.4:	Remarks/Examples: Verbalize, write, text, email, and draw.
	Identify circumstances that can help or hinder healthy decision making.
HE.4.B.5.1:	Remarks/Examples: Lack of knowledge, lack of support, and cultural norms.
	Describe ways a safe, healthy school environment can promote personal health.

HE.4.C.1.3:	Remarks/Examples: Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
HE.4.C.2.5:	Explain how media influences personal thoughts, feelings, and health behaviors. Remarks/Examples: Insidious marketing/product placement, branding, and anti-drug campaigns.
SC.4.N.1.3:	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence. Attempt reasonable answers to scientific questions and cite evidence in support.
SC.4.N.1.4:	Remarks/Examples: * Florida Standards Connections: LAFS.4.W.3.8 . Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. LAFS.4.W.3.9 . Draw evidence from literary or informational texts to support analysis, reflection, and research. ** Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.
SC.4.N.1.5:	Compare the methods and results of investigations done by other classmates. Remarks/Examples: Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.
SC.4.N.1.6:	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations. Remarks/Examples: Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.
SS.4.C.1.1:	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
SS.4.C.2.3:	Explain the importance of public service, voting, and volunteerism.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

There are more than 433 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13258>

Related Certifications

Elementary Education Elementary (Grades 1-6)
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