



Diocese of
Raleigh Catholic
Schools

7200 Stonehenge Drive

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Grade 4 - English/Language
Arts Standards

Diocese of Raleigh

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**THE DIOCESE OF RALEIGH SCHOOLS:
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown- up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.

INTRODUCTION


The English Language Arts Standards are intended for use in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI) ← Overarching Standard

STANDARD	CLARIFICATION
<i>Achievement Standard: Craft and Structure</i> ← Achievement Standard	
RI.K.4 With prompting and support, students will ask and answer questions about words in a text. 	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. <i>Examples</i> During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart that students can refer to when asking and answering questions about words. When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

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Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of **key details** in a text.

Standards created by
Diocese of Raleigh
Catholic Schools Office

Curriculum

National Geographic Kids:
Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering *who*, *what*, *when*, *where* and *how* questions about the text.

GRADE 4

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Achievement Standards for Reading

Key Ideas and Evidence

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.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
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.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Pose a question, and work with students to use a shared text to highlight details and examples that answer the question. ● Share their answers and refer to the details and examples they highlighted. ● Use graphic organizers to draw inferences by categorizing their thoughts into three columns: “The text says,” “I say,” and “ So.”
RL.4.2	Determine a theme of a story, drama , or poem from details in the text; summarize the text.	<p>Students establish the theme of a story, drama, or poem by carefully examining key details. Students provide a summary of the text by using key details.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Guide students in generating a list of points from the text, and then work with students to determine which of the points is a key idea and which are key details. ● Model the writing of a summary using the identified key idea and details. ● Cross out unnecessary or repetitive details or sentences in the summary, discussing why some details and/or sentences were rejected and why some were included. ● Answer questions both orally and written, using grade-appropriate texts, considering: What is the theme? What details led you to determine this theme? What does this story seem to really be about? What would I include from the beginning, middle, and end of the story?

STANDARD		CLARIFICATION
RL.4.3	Describe in depth a character, setting , or event in a story or drama , drawing on specific details in the text.	<p>Students thoroughly describe characters, settings, or events in a story or drama. They use specific details in a story or drama related to a character’s thoughts, words, or actions.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use a chart to record the sequence of events in a story after reading aloud. ● Choose one event to describe in great detail and show students how to return to the story for specific details. ● Choose characters from a story to describe in depth, recording their information on graphic organizers using details from the text. The graphic organizers include the characters’ names, their traits, their major challenges, their responses to the challenges, and their changes over time in the story.
<i>Achievement Standard: Craft and Structure</i>		
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone .	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They examine specific words or phrases that impact the meaning or tone of the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to determine the meaning of words and phrases by using contextual strategies such as: <ul style="list-style-type: none"> ○ Referencing pictures or thinking about how a word/phrase fits with what is happening. ○ Looking at the words and phrases that surround the unknown word or phrase. ○ Considering how the word is being used or its part of speech. ● Define words or phrases and consider: What does the word/phrase _____ mean as it is used in this sentence? What clues can help me? How does the word/phrase add to the tone? What is the importance of this word/phrase? How does it impact the meaning?

STANDARD		CLARIFICATION
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	<p>Students describe the significant differences between poems, drama, and prose. They use correct terminology when they talk or write about a text. For example, when speaking or writing about poems, they use literary terms such as <i>verse, rhythm,</i> and <i>meter.</i> When speaking or writing about dramas, they use literary terms such as <i>cast of characters, settings, descriptions, dialogue,</i> and <i>stage directions.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Work with students to create charts explaining the structural elements of poems, dramas, and prose. ● Review the structural elements and prepare cards with examples of poems, drama, and prose with students. ● Create Semantic Feature Analysis charts to record and compare various features of the structural elements. ● Work in pairs and label the structural elements they see in teacher-provided examples. ● Use completed examples to guide a class discussion of the differences.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read a familiar fairy tale and guide the students to determine the point of view (who is telling the story?). ● Read the same fairy tale that is told from another point of view. ● Discuss the similarities and differences in the two points of view.

STANDARD		CLARIFICATION
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RL.4.7	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.	<p>Students determine the connections between the written text of a story or drama and a presentation they watch or listen to of that same text. They determine which specific descriptions and directions from the written text are used precisely.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read aloud a story to students and invite students to transform scenes from the story into audio recordings. ● Remind students to create sound effects to convey the setting, along with choosing appropriate music to set the mood. ● Listen to a read aloud and watch a short film version of a novel or drama, identifying the similarities and differences in how the text and film convey the author’s message. ● Listen to two read alouds of a short story or poem: one by the teacher and one from a professional recording, and jot down words, images, or colors that they visualize.
RL.4.8	Not applicable to literature.	

STANDARD		CLARIFICATION
RL.4.9	Compare and contrast the use of similar themes and topics and patterns of events in stories, myths , and traditional literature from different cultures.	<p>Students determine the similarities and differences of how similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) are treated in stories, myths, and traditional literature from various cultures.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read two texts with a similar theme, but from different cultures, and then record the following information: theme or topic, and how the events in the stories unfold. ● Determine how the texts are similar and different, and how the themes or topics are used in the stories. ● Read a common fairy tale, fable, or folktale, and discuss the story’s pattern of events and record these on charts. ● Read a different version of the story from a different culture and record the pattern of events. ● Highlight the similarities in the events in one color and the differences in the events in another color.
<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RL.4.10	By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p>By the end of grade 4, students competently read and understand literary texts within the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide students with opportunities to select texts from a teacher-created text set, while also allowing reading time for students to read the text independently. ● Confer with individual students and small groups to learn what they do well, what they need to work on, and what teaching skills or strategies would help them become better readers. ● Provide additional time from the independent reading time for students to talk about texts and write purposeful responses to texts. (Reading responses should not be assigned every time students read.) ● Read independently, with partners, or in groups for a variety of purposes – inquiry circles, book clubs, skill and strategy groups, etc. ● Keep records of their reading journeys on reading logs as a way to inform them of their reading stamina (such as number of books and minutes).

Reading Standards for Informational Text (RI)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model inferring by thinking aloud how he/she makes inferences, when reading a complex mentor text. ● Connect inferences to specific words and phrases in the text. ● Use graphic organizers to draw inferences by categorizing their thoughts into three columns: Facts from Text + What I Know = Inferences.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details ; summarize the text.	<p>Students establish the main idea of a text and point out how it is strengthened through key details. Students provide a summary of the text using key details.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model and students practice strategies: <ul style="list-style-type: none"> ○ Surveying the text to get an idea of what the text is mostly about, then reading to see if the facts support the main idea. ○ Highlighting recurring details and ideas to determine the main idea. ○ Listing facts from a section of the text, considering what they are mostly about, then revising the main idea as more facts are collected. ● Use graphic organizers to organize information into two categories: main idea and key details.

STANDARD		CLARIFICATION
RI.4.3	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.	<p>Students use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide an informational text, and model how to highlight specific information from the text that explains the concept. ● Read the text and use sticky notes to identify where they notice a cause/effect relationship. ● Use two-column graphic organizers to tell the Cause (what happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text.
Achievement Standard: Craft and Structure		
RI.4.4	Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>Students examine the text to figure out the meaning of words and phrases appropriate to fourth grade topics and subject areas, using the context to inform their thinking.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Create a class chart of vocabulary words/phrases that relate to the subject or topic being taught. ● Annotate to mark unknown words/phrases and then go back to determine the meanings. ● Consider: What does the word/phrase _____ mean as it is used in this sentence/paragraph? What clues helped me determine the meaning? What do I already know about the topic that can help me determine the meaning of this unknown word? What text features can help me determine the word/phrase meaning?

STANDARD		CLARIFICATION
RI.4.5	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).	<p>Students explain how the author organized the events, ideas, concepts, or information in a text, such as chronology, comparison, cause/effect, and problem/solution.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model from a variety of texts how to use the text features and signal words to determine the structure: <ul style="list-style-type: none"> ○ Cause/Effect: <i>because, therefore, so, as a result, if... then..., this led to, consequently</i> ○ Comparison: <i>both, alike, similar, different, unlike, either, on the other hand, in contrast</i> ○ Chronology: <i>before, then, during, first, next, after, finally, since, later</i> ○ Problem/Solution: <i>challenge, issue, fixed, resolved</i> ● Sort a variety of informational texts by structure using features and signal words, creating charts for each type with examples found in the texts.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided.	<p>Students determine the similarities and differences of accounts of the same topic or event. One account is based on personal experience, and the other account is based on the author's research. Students determine the differences in the information as well as the focus.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read aloud a text from a primary source (first-hand account) and an article (second-hand account) on the same topic or event. ● Model for students how to highlight and annotate key details and the focus for each. ● Model how to record the information and how to compare and contrast the two accounts. ● Show a picture of an event and conduct a shared writing activity with the class by writing from the perspective of a person in the event (first-hand account) and from the perspective of a news reporter (second-hand account). ● Annotate key details from primary and secondary sources about the same topic or event, then compare and contrast the information from the two different sources. ● Discuss how the focus and the information are different across texts.

STANDARD		CLARIFICATION
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	<p>Students explain information that is presented visually, orally, or quantitatively in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages, and then they describe how the format in which it appears helps them better understand the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Place students in teams of two. Each team is asked to browse a website, a blog, or a video focused on a key topic. ● Read aloud a scientific or historical text and provide a photograph and a chart that accompany the text. ● Invite students to share how the visual enhances their understanding of the text. ● Create graphic organizers to list the digital sources, how the information is presented, and how each format contributes to their understanding of the information.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<p>Students explain how the author supports specific points in a text by using reasons and evidence.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Conduct a shared reading, and guide students to reread the text to underline reasons and evidence to support the author’s point(s). ● Lead a class discussion on how the author uses evidence to support the reasons and key point(s). ● Highlight the particular point(s) the author is making in the text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>Students combine information from two texts on the same topic when writing or speaking to demonstrate knowledge of the topic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read aloud two texts about the same topic and record facts about a topic from both texts on a T-chart. The headers on the T-chart are labeled with the names of the texts. ● Combine information from two texts about the same topic into a single paragraph about the topic.

STANDARD	CLARIFICATION	
<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RI.4.10	<p>By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>By the end of grade 4, students competently read and understand informational texts within the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Teach scaffolding strategies to enable students to comprehend complex text such as previewing the text before reading, thinking aloud about the text, using text structures, determining the important ideas in what they read, and handling unfamiliar words they encounter. ● Provide opportunities for students to be accountable during independent reading time by having students respond to reading through reading logs and written responses. ● Incorporate opportunities within lessons for students to read texts independently for a specific purpose. ● Create graphic organizers of what they already know about the subject/topic and share their answers aloud.

GRADE 4

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Achievement Standards for Reading Foundational Skills

Handwriting

Phonics and Word Recognition

Fluency

Reading Standards for Foundational Skills (RF)

STANDARD		CLARIFICATION
<i>Achievement Standard: Handwriting</i>		
RF.4.2	Create readable documents through legible handwriting (cursive).	<p>Students create documents in cursive that are easy for others to read.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Share a sample of his/her own handwriting. ● Model self-assessing his/her handwriting. ● Schedule ten to fifteen minutes of journal time with students writing only in cursive.
<i>Achievement Standard: Phonics and Word Recognition</i>		
RF.4.4	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> ● Students use what they know about letter-sound correspondences to read words. ● Students decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts. ● Students use these skills in context and in isolation. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Create a prefix/suffix word wall, displaying a prefix/suffix and its meaning. ● Model for students how to break an unknown word into syllables. ● Refer to the word wall as they read independently. ● Practice breaking multisyllabic words into individual syllables.

STANDARD		CLARIFICATION
<i>Achievement Standard: Fluency</i>		
RF.4.5	<p>Read with sufficient accuracy and fluency to support and develop comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students read grade-level text smoothly and with enough accuracy so that they understand the text.</p> <ul style="list-style-type: none"> ● Students read and understand a variety of texts with purpose (e.g., to learn new information, for entertainment, etc.). ● Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. ● Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model reading with fluency and expression, while reading aloud to students. ● Think aloud, commenting on accuracy, appropriate rate, expression, and re-reading to self-correct. ● Participate in Reader's Theater or a Poetry Slam to develop expression, rate, and accuracy in reading.

GRADE 4

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Achievement Standards for Writing

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD	CLARIFICATION
<i>Achievement Standard: Text Types, Purpose, and Publishing</i>	
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information Organize information and ideas around a topic to plan and prepare to write using the <i>6 + 1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases. d. Provide a concluding statement or section related to the opinion presented. e. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder resources)</p> <p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD	CLARIFICATION
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly using the <i>6 + 1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within categories of using words and phrases. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder resources)</p> <p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

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| | <ul style="list-style-type: none">f. Provide a concluding statement or section related to the information or explanation presented.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. | |
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STANDARD		CLARIFICATION
W.4.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using the <i>6 + 1 Traits of Writing</i>.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder-resources)</p> <p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD		CLARIFICATION
W.4.4	With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective word processing skills. The teacher provides limited support and guidance.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Show students how to utilize online blogging websites or word processing programs to draft written pieces. ● Model how to add comments. ● Model how to embed images, add titles, change fonts, etc. in a word processing document. ● Choose one or two of the modeled skills to practice as they create their writing assignments. ● Draft their pieces and collaborate with peers by adding comments.

Achievement Standard: Research

W.4.5	Conduct short research projects that build knowledge through investigation of different aspects of a topic using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students investigate a topic through completing a short research project that builds knowledge about various features or angles of the topic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">● Model how to identify a topic of interest to research, how to write research questions to guide the research, and how to collect information using a note-taking graphic organizer.● Identify their topics, write guiding questions, and use note-taking organizers to gather information and create the research projects.● Brainstorm different aspects of a studied topic and choose which aspect they would like to research.● Research their chosen aspect, and with teacher assistance, work together to combine their research into a project that thoroughly investigates different aspects of the topic.
W.4.6	Recall relevant information from personal experiences or gather relevant information from print and digital sources ; take notes and categorize information and provide a list of sources using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students take notes and sort the information into categories, as well as provide a list of sources used.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">● Watch a video on a topic or go on a virtual field trip and take notes on the experience. Students organize the notes into categories.● Model how to list sources used while researching.● List sources they used during their writing, using a teacher provided template.

GRADE 4

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Achievement Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

1. 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.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD	CLARIFICATION
<i>Achievement Standard: Collaboration and Communication</i>	
<p>SL.4.1 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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on fourth grade topics and texts. They communicate their own ideas and add to what others are saying. Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).</p> <ul style="list-style-type: none"> ● Students know the rules for class discussions and take on meaningful roles by following those guidelines. ● Students ask and answer specific questions to deepen understanding, clear up any confusion, and connect to others’ comments. ● Following a discussion, students review key ideas made during the discussion, explain their own ideas, and communicate their understanding of the topic. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Create sentence starters (e.g., “I would like to add to what ___said about___.”; “I disagree with ___because _____.”) to guide students in preparation for discussion groups. ● Complete graphic organizers that list the key ideas expressed and how their own ideas changed because of the discussion.

STANDARD		CLARIFICATION
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively , and orally.	<p>Students restate, in their own words, information from parts of a text that is read aloud or presented to them in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model paraphrasing the information provided in a chart or a graph for students. ● Read a short paragraph aloud and model strategies for paraphrasing the paragraph such as: <ul style="list-style-type: none"> ○ Rewording- replacing words and phrases with synonyms when appropriate; ○ Rearranging - rearranging words within sentences to make new sentences; ○ Realizing - realizing that some words cannot be changed, but they can be presented in a different way; ○ Rechecking - rechecking to make sure the paraphrase has the same meaning as the original text. ● Work in pairs to restate the information in a different chart or graph. ● Use the strategies (rewording, rearranging, realizing, and rechecking) for paraphrasing a short passage.

SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	<p>Students name the reasons and evidence a speaker uses to reinforce specific points.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model identifying reasons and evidence while watching a short video of someone giving a speech. ● Watch a short video of someone giving a speech, and record the points made by the speaker and the evidence that supports the points.
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Achievement Standard: Presentation of Knowledge and Ideas

SL.4.4	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 ; adjust speech as appropriate to formal and informal discourse .	<p>Students present information, tell a story, or tell about an experience in a structured way. They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Recount an experience to a peer, and then ask students how they would adjust their speech to recount the same experience if they were sharing it with the school's principal. ● Record the students' ideas on the board and highlight the differences between the informal discourse they used with their peers and the more formal discourse listed on the board. ● Report on a topic of their choice, choosing the main ideas they want to share and providing elaboration by adding facts and descriptive details that support the main points.
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STANDARD		CLARIFICATION
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes .	<p>Students include audio recordings and visuals to their presentations to strengthen the development of main ideas and themes.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Work with students to establish guidelines for the use of visual data (e.g., charts, graphs) within a presentation. ● Apply those guidelines to their presentations. ● Select the main ideas or themes from their presentations and practice adding music, sound effects, pictures, and images that enhance the development of the main idea/themes. ● Practice their presentations with partners before presenting to the class.

GRADE 4

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Achievement Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

1. 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.

Vocabulary Acquisition and Use

1. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language and nuances in word meanings.
3. 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

STANDARD	CLARIFICATION
<i>Achievement Standard: Conventions of Standard English</i>	
<p>L.4.1 Demonstrate command of the standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking, I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. <p>■ Continued on next page</p>	<p>Refer to the NC ELA Standards Grammar Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>

	<ul style="list-style-type: none"> f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their, they're). 	
L.4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>

STANDARD	CLARIFICATION	
<i>Achievement Standard: Knowledge of Language</i>		
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> ● Students choose words and phrases which clearly depict ideas. ● Students choose punctuation that will have the greatest impact on the reader. ● Students recognize when formal English is appropriate (presentations), or when informal discourse, such as small group discussion, is suitable. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read aloud various types of texts to draw attention to how authors use words and phrases to make meaning. ● Explore their independent reading books for ways authors choose words and phrases to convey ideas or punctuation for effect. ● Practice integrating words, phrases, and punctuation in their writing to add effect and demonstrate knowledge of language.
<i>Cluster: Vocabulary Acquisition and Use</i>		
L.4.4	<p>Determine and/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: context clues, word parts (roots and affixes), word relationships, and reference materials.</p> <p>a. Context clues: Students use definitions, examples, or</p>	<p>Students figure out and/or confirm the meaning of grade 4 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide passages from a mentor text(s) to read and explore unknown words. ● Model using context clues (definitions, examples, or restatements) to determine the meaning of unfamiliar words or multiple meaning words in a grade 4 text. ● Choose strategies to determine the meaning of unknown words from a class anchor chart and use reference materials to check the meaning. ● Discuss the clues in a text which identify the meaning of an unknown word.

restatements in the text to determine the meaning of the word or phrase.

- b. Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root “graph” means “written” or “drawn” in the words telegraph, photograph, autograph.
- c. Word relationships: students show they understand new words by relating them to their antonyms and synonyms.
- d. Reference materials: Students consult reference materials such as dictionaries, glossaries, thesauruses, in print and digital formats to verify how to pronounce a word and to determine the exact meaning of the words and phrases in context.

STANDARD		CLARIFICATION
L.4.5	<p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Students show they understand figurative language and subtle differences in word meanings.</p> <ul style="list-style-type: none"> ● Students determine the meaning of simple similes and metaphors from context. (e.g., as pretty as a picture). ● Students identify and explain the meaning of familiar idioms, adages, and proverbs. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Teach different types of figurative language using a shared text. ● Give students copies of a shared text with examples of similes, metaphors, idioms, adages, or proverbs. ● Model how to identify and explain similes and metaphors by projecting text and highlighting similes or metaphors in the text. ● Highlight examples in the text and annotate in the margins what the figurative language means, and then share their annotations with partners. ● Keep track of similes and metaphors found in independent reading texts on sticky notes.
L.4.6	<p>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 and that are basic to a particular topic.</p>	<p>Students learn and correctly use grade appropriate Tier 2 and Tier 3 words and phrases. They use words that indicate precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are essential to a specific subject (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read texts aloud that have exemplary examples of precise actions, emotions, and states of being, and stop at those places in the text to add them to a 3-column chart. ● Use a piece of their writing and find three places where they can revise what they have written to include more precise actions, emotions, and states of being.

Glossary

adage – a traditional saying which expresses a generally observable truth about life (e.g., The early bird gets the worm.)

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar

concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. (Note: Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats).

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

domain-specific vocabulary/words/phrases – grade appropriate words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation

drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue

editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating

event – a thing that happens; an occurrence

evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.

explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation

expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)

firsthand account – a summary or delineation of events from an original source or personal experience

fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression

formal discourse – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue

formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.

formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.).

general academic – grade appropriate academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

idiom – a phrase or clause whose meaning is typically cultural and/or regional and cannot be determined by the literal meaning of the individual words used (e.g., on pins and needles – to feel anxious or nervous about something)

illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim.

independently – on one’s own, without aid from another (such as a teacher)

inference – a conclusion derived from logical reasoning following an investigation of available evidence

informal discourse – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English

informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

interact – to act in such a manner as to influence another

key details – specific and important parts of the text that provide information, support, and elaboration

key ideas--most important thoughts addressed in a text or discussion

main idea(s)/topic – the primary or central topic(s) of a text or discussion which is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

morphology – the study of the form of words and how words are formed, concerning the study of roots (i.e., bases) and affixes (i.e., prefixes and suffixes)

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant’s trunk / car trunk)

multisyllabic – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills

myths – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

prose – language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter

proverb – a short, pithy saying or expression that states a general life truth or piece of advice (e.g., Laughter is the best medicine.)

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) redundancy, and more

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim

revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

secondhand account – an account (i.e., retelling, recount, etc.) of an event or topic based on research, instead of firsthand experience

self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account

syllabication – the division of words into syllables (e.g., syllable à syl – la – ble)

task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message

tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

topic – the subject or matter being discussed or written about in a text, speech, etc.

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)