

4th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Appendix C-4

Teacher: _____

		Introduced	Practiced	Assessed	Spiral Reviewed	Reassessed
Foundational Skills						
1.1	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.					
Book Handling						
CC.1.1.4.A	Intentionally Blank					
Print Concepts						
CC.1.1.4.B	Intentionally Blank					
Phonological Awareness						
CC.1.1.4.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes): distinguish long from short vowel sounds in spoken single-syllable words, count, pronounce, blend, segment syllables in spoken/written words, orally produce single-syllable words, including digraphs and consonant blends.					
Phonics and Word Recognition						
CC.1.1.4.D	Know and apply grade-level phonics and word analysis skills in decoding words.					
	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.					
	Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r					
	Identify and know the meaning of the most common prefixes and derivational suffixes (re, pre, in, un, dis, mis, non, ful, less, ble, ly, or, ness, ment)					
	Decode words with common Latin and Greek roots and suffixes: (<i>cent, duc, fac, graph, mono, rupt, sec, sign, therm, vid</i>)					
	Use understanding of the root meanings to comprehend new words.					
	Define and/or apply how the meaning of words (multiple-meaning) or phrases changes when using context clues.					
Fluency						
CC.1.1.4.E	Read with accuracy and fluency to support comprehension.					
	Read on-level text with accuracy, appropriate rate, and expression with purpose and understanding.					
	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.					
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

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Informational Text						
Key Ideas & Details						
CC.1.2.4.A E04.B-K.1.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.					
CC.1.2.4.B E04.B-K.1.1.1	Refer to details and examples in text when explaining to support what the text says explicitly and make inferences. Make predictions and inferences to draw conclusions about what will happen next in a story or process and justify.					
CC.1.2.4.C E04.B-K.1.1.3	Explain events, procedures, ideas, steps, or concepts in a text , including what happened and why, based on specific information in the text. (historical, scientific, or technical text)					
Craft & Structure						
CC.1.2.4.D E04.B-C.2.1.1	Compare and contrast an event or topic told from two different points of view. Identify and/or interpret statements of fact and opinion in text. (Both firsthand and second hand accounts of the same event or topic; describe differences in focus and the information provided.)					
CC.1.2.4.E E04.B-C.2.1.2	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). (Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.)					
Integration of Knowledge and Ideas						
CC.1.2.4.G E04.B-C.3.1.3	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. Locate information using appropriate sources and strategies. (Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.)					
CC.1.2.4.H E04.B-C.3.1.1	Explain how an author uses reasons and evidence to support particular points in a text.					
CC.1.2.4.I E04.B-C.3.1.2	Integrate information from two texts on the same topic to demonstrate understanding of that topic.					
Vocabulary Acquisition and Use						
CC.1.2.4.F E04.B-V.4.1.2	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language: shades of meaning, literal/non-literal, context clues, root words. (Explain similes, metaphors in context ; recognize and explain common idioms, adages, and proverbs ; relate words to their synonyms and antonyms.)					

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CC.1.2.4.J E04.B-V.4.1.1	Acquire and use accurately grade-appropriate conversational, 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. Use common, grade -appropriate Greek and Latin affixes and roots as clues to the meaning of a word.					
CC.1.2.4.K E04.B-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.					
	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.					
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).					
	c. Determine the meaning of general academic and domain-specific words or phrases used in a text.					
CC.1.2.4.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.					
Literature Text						
Key Ideas & Details						
CC.1.3.4.A E04.A-K.1.1.2	Determine a theme of a text from details in the text; summarize the text. (story, drama, or poem) Demonstrate understanding of reading and interpreting poetry.					
CC.1.3.4.B E04.A-K.1.1.1	Cite relevant details from the text to support when explaining what the text says explicitly and make inferences. Make predictions and inferences to draw conclusions about what will happen next in a story and justify.					
CC.1.3.4.C E04.A-K.1.1.3	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).					
Craft & Structure						
CC.1.3.4.D E04.A-C.2.1.1	Compare and contrast an event or topic told from two different points of view. (including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.)					
CC.1.3.4.E	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text. Analyze drama as information source, entertainment, persuasion, or transmitter of culture. Identify the structures in drama: dialogue, story enactment, acts, scenes.					

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CC.1.3.4.G	Make connections between the text or 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.					
Integration of Knowledge and Ideas						
CC.1.3.4.H	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.)					
Vocabulary Acquisition and Use						
CC.1.3.4.F E04.A-V.4.1.2	Determine the meaning of words and phrases as they are used in grade-level reading and content, including figurative language, word relationships, and nuances in word meanings (similes and metaphors in context; meanings of common idioms, adages, proverbs; word meanings related to synonyms and antonyms.) Demonstrate understanding of literary devices and how authors use them to give meaning in literature: rhyme/rhythm, shades of meanings, personification, alliteration, non-literal phrases, homographs)					
CC.1.3.4.I E04.A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools. Use context, meanings of affixes, root words to determine meanings.					
	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean effort</i>).					
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).					
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational, 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.					
CC.1.3.4.K	Read and comprehend literature on grade level, reading independently and proficiently.					
Writing						
Text Types and Purposes						
CC.1.4.4.A	Write informative /explanatory texts to examine a topic and convey ideas and information clearly.					

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CC.1.4.4.D E.04.C.1.1.3 E04.C.1.2.5	Group related information in paragraphs and sections , linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension; specify cause/effect; develop problem/solution (Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition; provide a concluding statement or section related to the information or explanation presented.)					
CC.1.4.4.G	Write opinion pieces on familiar topics or texts. (persuasive and argumentative pieces)					
CC.1.4.4.H E04.C.1.1.1	Introduce the topic and state an opinion on the topic. (Create an organizational structure in which related ideas are grouped to support the writer's purpose.)					
CC.1.4.4.J E04.C.1.2.3	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. (Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).					
CC.1.4.4.K E04.D.2.1.1	Choose words and phrases to convey ideas precisely. (Choose words and phrases to convey ideas precisely).					
CC.1.4.4.B E04.E.1.1.1	Identify and introduce the topic clearly. (Group related information in paragraphs and/or sections to support the writer's purpose. Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.)					
CC.1.4.4.C E04.C.1.2.2	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.					
CC.1.4.4.E E04.D.2.1.3 E04.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic. (Choose words and phrases for effect and/or convey the experience and event)					
CC.1.4.4.M E04.C.1.3.5	Write narratives to develop real or imagined experiences or events. (Provide a conclusion that follows from the narrated experiences or events.)					
CC.1.4.4.N E04.C.1.3.1	Orient the reader by establishing a situation and introducing a narrator and/or characters. (organize an event sequence that unfolds naturally to support the writer's purpose.)					
CC.1.4.4.O E04.C.1.3.2	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.					
CC.1.4.4.P E04.C.1.3.3	Organize an event sequence that unfolds naturally and logically, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.					
CC.1.4.4.Q E04.C.1.3.4	Choose words and phrases to convey ideas precisely. (Use concrete words and phrases and sensory details to convey experiences and events precisely.)					

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Language						
Conventions of Standard English						
CC.1.4.4.F E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8	<p><i>In all types of writing:</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Eligible content includes: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why). Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking). Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns. Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Correctly use frequently confused words (e.g., to, too, two). Ensure subject-verb and pronoun-antecedent agreement. 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. Choose punctuation for effect. Spell grade-appropriate words correctly. (Detailed list of skills in Curriculum)</p>					
CC.1.4.4.L						
CC.1.4.4.R						
CC.1.4.4.I E04.C.1.1.2	Provide reasons that are supported by facts and details.					
CC.1.4.4.S E04.E.1.1.2	Draw evidence from literary or informational texts to support analysis, reflection, and research , applying grade-level reading standards for literature and informational texts. (Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.)					
CC.1.4.4.V	Conduct short research projects that build knowledge through investigation of different aspects of a topic. Research, organize, and present information from at least two sources: take notes, paraphrasing information using a structured format (note cards, outline, graphic organizer) Cite the author, title of source, summarize and articulate information gleaned from research, present information in written and/or digital and oral formats.					
CC.1.4.4.W	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.					
CC.1.4.4.X	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.					
CC.1.4.4.T	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.					

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CC.1.4.4.U	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.					
	Practice and use Manuscript handwriting . Refine Cursive letters (both upper and lower case, A-Z).					
Speaking and Listening						
CC.1.5.3.A	Listen to a variety of types of literature (fiction and/or non-fiction) Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.					
CC.1.5.3.B	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
CC.1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.					
CC.1.5.4.D	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 with adequate volume, appropriate pacing, and clear pronunciation.					
CC.1.5.4.E	Differentiate between contexts that require formal English versus informal situations.					
CC.1.5.4.F	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.					
CC.1.5.4.G	Demonstrate command of the conventions of standard English when speaking , based on Grade 4 and content.					