

## Grade Four Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.4.3	Decode words in text using phonics and structural analysis: base words, suffixes, prefixes, and compound words. [1.3]
	1.4.4	Comprehend, build, and extend vocabulary using homophones, homographs, synonyms, antonyms, context clues, and structural analysis. [1.4]
	1.4.5	Apply knowledge of high frequency words in text to build fluency and comprehension; read silently and/or aloud fluently. [1.5]
Reading Strategies	2.4.1	Select before-reading strategies appropriate to text and purpose: preview text, access prior knowledge, build background knowledge, set purpose for reading, make predictions, determine reading rate, and determine text type. [2.1]
	2.4.2	Select during-reading strategies appropriate to text and purpose: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type. [2.2]
	2.4.3	Select after-reading strategies appropriate to text and purpose: recall details/facts, restate main ideas, organize information, record information, synthesize text, and evaluate text; evaluate the effectiveness of reading strategies. [2.3]
Literary Text	3.4.1	Explain setting, sequence of events, conflict, climax, resolution, and turning point; identify how one event may cause another event; make inferences and draw conclusions about setting and plot based on evidence. [3.1]
	3.4.2	Describe physical and personality traits of characters; describe the motivation for a character’s actions; make inferences and draw conclusions about a character(s) based on evidence. [3.2]
	3.4.3	Explain the main idea supported by evidence; identify theme; identify a lesson learned based on events and/or a character’s actions. [3.3]
	3.4.5	Explain how the author uses imagery, similes, metaphors, personification, and alliteration. [3.5]
	3.4.6	Identify words and phrases that reveal tone. [3.6]
	3.4.7	Compare text from different cultures and time periods. [3.7]
	3.4.8	Make and revise predictions based on evidence. [3.8]
	3.4.9	Use information to answer specific questions. [3.9]
	Expository Text	4.4.1
4.4.2		Explain similes, metaphors, and personification; identify words and phrases that reveal tone. [4.2]
4.4.3		Describe a main idea based on evidence; identify theme; describe sequential and/or chronological order; explain a cause and its effect on events and/or relationships; explain a problem and its solution. [4.3]
4.4.4		Compare text from different cultures and time periods. [4.4]
4.4.5		Use information to answer specific questions; make connections to self, other text, and/or the world. [4.5]
4.4.6		Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; distinguish between fact and opinion. [4.6]
Effective Writing	5.4.1	Use prewriting strategies and explore a topic to plan written work; choose and narrow a topic to organize ideas. [5.1]
	5.4.2	Draft multiple-paragraph papers about a single topic that address audience and purpose with an introduction, supporting details, transitions, and a conclusion. [5.2]
	5.4.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, word choice, and sentence fluency. [5.3]
	5.4.4	Edit for correct use of mechanics: punctuation (quotation marks, commas, apostrophes, and colons), capitalization (initials, abbreviations, cities and states, salutations, and closings), and spelling (high frequency words and content words). [5.4]
	5.4.5	Edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/ antecedent agreement, clauses, and phrases. [5.5]
	5.4.6	Edit for use of complete, compound and complex sentences; edit to combine sentences; edit sentences for elimination of fragments and run-ons. [5.6]
	5.4.7	Prepare a legible final draft to display or share. [5.7]
Types of Writing	6.4.1	Write multiple-paragraph, expository papers with a beginning, middle, and end; a thesis statement; appropriate topic sentences; supporting details; transitions; and a concluding statement. [6.1]
	6.4.2	Write multiple-paragraph, narrative/descriptive papers appropriate to audience and purpose with a logical sequence, characters, setting, plot, and dialogue. [6.2]
	6.4.4	Write responses to literary text that demonstrate an understanding of setting, character development, and motivation. [6.4]
	6.4.5	Write responses to expository text that use specific details from text. [6.5]
	6.4.6	Write persuasive essays and compositions with a thesis statement and relevant supporting evidence with assistance. [6.6]
	6.4.7	Write friendly letters and professional communications in an established format. [6.7]
Listening	7.4.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.4.2	Listen to and evaluate content of oral communications. [7.2]
	7.4.5	Listen to, provide, and evaluate constructive feedback. [7.5]
Speaking	8.4.3	Use public speaking techniques to deliver presentations; communicate information by maintaining a clear focus, following a logical sequence, and illustrating information. [8.3]