

# Essential Elements: Grade 4

## Reading Foundational Skills

### Phonics & Word Recognition

- 3 Use letter-sound knowledge to read words. [EE.RF.4.3](#)
    - a Use linguistic context and letter sound knowledge to identify unfamiliar words. [EE.RF.4.3.A](#)
    - b Decode and encode, in the way the child is able, single-syllable words with common spelling patterns (consonant-vowel-consonant[CVC] or high-frequency rimes). [EE.RF.4.3.B](#)
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### Fluency

- 4 Read words in text. Read text comprised of familiar words with accuracy and understanding. [EE.RF.4.4](#)
    - a With decreasing support, use features of print to identify or verbalize appropriate expression while reading familiar texts. [EE.RF.4.4.A](#)
    - b Use letter-sound knowledge and context to support word recognition when reading. [EE.RF.4.4.B](#)
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## Reading

### Key Ideas & Details

- 1 Identify explicit details in a text. (RI&RL) [EE.R.4.1](#)
  - 2 Identify the theme or main idea from a text. (RI&RL) [EE.R.4.2](#)
  - 3 Use details from the text to describe characters in the text. (RL) Identify an explicit detail that is related to an individual event, or idea in a text. (RI) [EE.R.4.3](#)
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### Craft & Structure

- 4 Determine the meaning of words in a text. (RI&RL) [EE.R.4.4](#)
- 5 Identify elements that are characteristic of stories (RL) and informational texts (RI). [EE.R.4.5](#)
- 6 Identify the narrator of a story (RL); compare own experience to that described within the text. In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI) [EE.R.4.6](#)

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### Integration of Knowledge & Ideas

- 7 Make connections between the text representation and a visual, tactual, or oral version of the text. (RI&RL) [EE.R.4.7](#)
  - 8 Identify one or more reasons supporting a specific point in a text. (RI) [EE.R.4.8](#)
  - 9 Identify similarities between two texts and recognize that texts reflect one's own and others' culture. (RI&RL) [EE.R.4.9](#)
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## Writing

### Text Types & Purposes

- 1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low-stakes purposes. [EE.W.4.1](#)
  - 2 With guidance and support, use writing, dictation and/or drawing to compose: [EE.W.4.2](#)
    - a Opinion pieces in which they state an opinion about a topic or text and include some reasons to support that opinion. [EE.W.4.2.A](#)
    - b Informative/Explanatory text in which they introduce a topic and provide some facts, details, and/or multimedia content about a predetermined or self chosen topic. [EE.W.4.2.B](#)
    - c Convey events, real or imagined and narrate a single event or several loosely linked events. Include some details regarding what happened and tell about the events in the order in which they occurred. [EE.W.4.2.C](#)
  - 3 With guidance and support, use a combination of drawing, dictating and writing to create a text that uses familiar words, transitions to link and build connections, temporal words to signal event order, and a beginning, middle, and end. [EE.W.4.3](#)
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### Production & Distribution of Writing

- 4 With guidance and support, produce writing that is appropriate for an explicitly stated task or purpose, and expresses more than one idea. [EE.W.4.4](#)
  - 5 With guidance and support from adults and peers, plan before writing and produce writing focused on the planned topic, and revise their own writing, dictation, or pictures. [EE.W.4.5](#)
  - 6 With guidance and support from adults, use digital tools, including the Internet, to produce writing while interacting and collaborating with others. Learn to produce writing through printing and/or typing. [EE.W.4.6](#)
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### Inquiry to Build & Present Knowledge

- 7 With guidance and support, identify information about two or more aspects of a shared or independent inquiry topic. [EE.W.4.7](#)
  - 8 Recall and sort information from personal experiences or a topic into given categories and write or draw about each one. [EE.W.4.8](#)
  - 9 With guidance and support from adults, recall key details from literary or informational texts to support reflection or inquiry questions based on a reading of a literary or informational text. [EE.W.4.9](#)
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## Speaking and Listening

### Comprehension & Collaboration

- 1 Engage in collaborative discussions. **EE.SL.4.1**
    - a Contribute ideas from prior experiences with a text during discussions about the same text. **EE.SL.4.1.A**
    - b Listen to others' ideas before responding and gain attention respectfully. **EE.SL.4.1.B**
    - c Answer specific questions related to information in a discussion. **EE.SL.4.1.C**
    - d Identify the key ideas in a discussion. **EE.SL.4.1.D**
  - 2 Ask and answer questions about details from a text read aloud or information presented orally or through other media. **EE.SL.4.2**
  - 3 Identify a point that the speaker makes. **EE.SL.4.3**
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### Presentation of Knowledge & Ideas

- 4 Clearly retell a story, poem, or personal experience or recount a topic with supporting details. **EE.SL.4.4**
  - 5 Add audio recordings or visuals to a presentation about a personally relevant topic. **EE.SL.4.5**
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## Language

### Knowledge of Language

- 1 Use language to achieve desired outcomes when communicating. **EE.L.4.1**
  - a Use language to express emotion **EE.L.4.1.A**
  - b Notice the differences in language between formal and informal situations. **EE.L.4.1.B**
  - c Communicate effectively with peers and adults. **EE.L.4.1.C**
  - d Choose appropriate punctuation **EE.L.4.1.D**

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## Vocabulary Acquisition & Use

- 2 Demonstrate knowledge of word meanings. [EE.L.4.2](#)
  - a Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. [EE.L.4.2.A](#)
  - b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). [EE.L.4.2.B](#)
- 3 Demonstrate understanding of word relationships and use. [EE.L.4.3](#)
  - a Determine the literal meaning of words and phrases in context. [EE.L.4.3.A](#)
  - b Use common idioms (e.g., no way, not a chance, you bet, it's a deal, we're cool). [EE.L.4.3.B](#)
  - c Demonstrate understanding of opposites. [EE.L.4.3.C](#)
  - d Identify words that describe personal emotional states. [EE.L.4.3.D](#)
- 4 Use words acquired through conversations, being read to, and during shared reading activities [EE.L.4.4](#)
  - a Identify key domain-specific vocabulary [EE.L.4.4.A](#)

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## Conventions of Standardized English

- 5 Demonstrate standardized English grammar and usage when communicating. [EE.L.4.5](#)
  - a Use possessive pronouns. [EE.L.4.5.A](#)
  - b Combine common nouns with verbs, nouns, or pronouns in communication. [EE.L.4.5.B](#)
  - c Not applicable [EE.L.4.5.C](#)
  - d Use comparative and superlative adjectives to describe people or objects. [EE.L.4.5.D](#)
  - e Use common prepositions (e.g., to, from, in, out, on, off, by, with). [EE.L.4.5.E](#)
  - f Combine three or more words in communication. [EE.L.4.5.F](#)
- 6 Demonstrate understanding of conventions of standardized English. [EE.L.4.6](#)
  - a Capitalize the first word in a sentence. [EE.L.4.6.A](#)
  - b Not applicable [EE.L.4.6.B](#)
  - c Not applicable [EE.L.4.6.C](#)
  - d Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns. [EE.L.4.6.D](#)