

**Willington Public Schools
Grade 4
End of Trimester 3
Language Arts Performance Expectations**

Reading	
Reads Literature	<p><i>Reads Literature Using Key Ideas and Details</i></p> <ul style="list-style-type: none"> ● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine a theme of a story, drama, or poem from details in the text, summarize the text. ● Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words or actions) <p><i>Reads Literature Using Craft and Structure</i></p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text. ● Explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama. <p><i>Reads Literature Integrating Knowledge and Ideas</i></p> <ul style="list-style-type: none"> ● Make connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ● Compare and contrast the treatment of similar themes and topics and patterns of events in stories and traditional literature from different cultures. <p><i>Range of reading and level of text complexity</i></p> <ul style="list-style-type: none"> ● Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 4 text complexity band independently and proficiently.
Reading Informational Text	<p><i>Reads Informational Text Using Key Ideas and Details</i></p> <ul style="list-style-type: none"> ● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine the main idea of a text and explain how it is supported by key ideas and details, summarize the text.

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	<ul style="list-style-type: none"> ● Explain events, procedures, ideas, or concepts in a historical or scientific text, including what happened and why, based on specific information in the text. <p><i>Reads Informational Text Identifying Craft and Structure</i></p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. ● Compare and contrast a firsthand and second account of the same event or topic; describe the differences in focus and the information provided. <p><i>Reads Informational Text Integrating Knowledge and Ideas</i></p> <ul style="list-style-type: none"> ● Interpret information presented visually, orally, or qualitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ● Explain how an author uses reasons and evidence to support particular points in a text. ● Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<p style="text-align: center;">Reading - Foundational Skills</p>	<p><i>Demonstrates Foundational Skills by Applying Phonics and Word Recognition</i></p> <ul style="list-style-type: none"> ● 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 (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. <p><i>Demonstrates Foundational Skills with Sufficient Accuracy and Fluency in Grade Level Text</i></p> <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p style="text-align: center;">Writing, Language Skills, Listening and Speaking</p>	

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Writing	<p><i>Uses Text Types for Various Purposes to Compose a Written Piece</i></p> <ul style="list-style-type: none">● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <p><i>Produces and Shares Multiple Writing Pieces Through a Variety of Tools</i></p> <ul style="list-style-type: none">● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.● With some guidance and support from adults, use technology, including the Internet , to product and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of the keyboarding skills to type a minimum of one paragraph in a single setting. <p><i>Collects Research to Build and Present Knowledge Through Various Written Pieces</i></p> <ul style="list-style-type: none">● Conduct short research projects that build knowledge through investigation or different aspects of a topic.● Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.● 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.
Speaking and Listening	<p><i>Uses Speaking and Listening Skills to Comprehend and Collaborate with Others</i></p> <ul style="list-style-type: none">● Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.● Paraphrase portions of a text read aloud or information presented in diverse media and formats.● Follow agreed-upon rules for discussions and carry on assigned roles. <p><i>Uses Speaking and Listening Skills to Present Knowledge and Ideas</i></p>

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	<ul style="list-style-type: none"> ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● Use formal English or informal English when appropriate to task and situation.
Language	<p><i>Demonstrates Understanding of Conventions in Standard English Grammar when Writing and Speaking</i></p> <ul style="list-style-type: none"> ● Use relative pronouns and relative adverbs. ● Form and use prepositional phrases. ● Use modal auxiliaries (e.g., can, may, must) to convey various conditions. ● Order adjectives within sentences according to conventional patterns. ● 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. ● Produce complete sentences. ● Spell grade-appropriate words correctly, consulting references as needed. ● Choose punctuation for effect. <p><i>Acquire and Use Grade Appropriate Vocabulary and Phrases</i></p> <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ● Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● Acquire and use accurately grade-appropriate general and domain-specific words and phrases ● Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.