

OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 4th Grade

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading-Students will develop and apply effective communication skills through speaking and active listening.

4.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
4.1.R.2	Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

Writing-Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
4.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Phonological Awareness-Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

Students will continue to review and apply earlier grade level expectations for this standard.
If phonological awareness skills are not mastered, students will address skills from previous grades.

Print Concepts-Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

4.2.PC | Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

Students will continue to review and apply earlier grade level expectations for this standard.
If print concepts skills are not mastered, students will address skills from previous grades.

Phonics and Word Study-Students will decode and read words in context and isolation by applying phonics and word analysis skills.

4.2.PWS.1 | Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.

Students will continue to review and apply earlier grade level expectations for this standard.
If these decoding skills are not mastered, students will address skills from previous grades.

Fluency-Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

4.2.F.1 | Students will read high frequency and irregularly spelled grade-level words with automaticity in text.

4.2.F.2 | Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Students will continue to review and apply earlier grade level expectations for this standard.
If these fluency skills are not mastered, students will address skills from previous grades.

2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.

Reading-Students will read and comprehend increasingly complex literary and informational texts.

4.2.R.1	Students will distinguish how key details support the main idea of a passage.
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.



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4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
Writing -Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
4.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs.
4.2.W.2	Students will edit drafts and revise for clarity and organization.
4.2.W.3	Students will correctly spell grade-appropriate words while editing.
4.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).
3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.	
Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
4.3.R.1	Students will determine the author’s purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.
4.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme
4.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* <p><i>*Students will find textual evidence when provided with examples.</i></p>
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.
Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
4.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.
4.3.W.2	INFORMATIVE-Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.



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4.3.W.3	OPINION Students will express an opinion about a topic and provide fact-based reasons as support.
4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
4.4.R.4	Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
4.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
4.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading - Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
4.5.R.1	Students will recognize pronouns and irregular possessive nouns.
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.
4.5.R.3	Students will recognize comparative and superlative adjectives and adverbs.
4.5.R.4	Students will recognize prepositional phrases and conjunctions.
4.5.R.5	Students will recognize the subject and verb agreement.
Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
4.5.W.1	Students will capitalize <ul style="list-style-type: none"> • familial relations • proper adjectives • conventions of letter writing
4.5.W.2	Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.
4.5.W.3	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.
4.5.W.4	Students will compose declarative, interrogative, imperative, and exclamatory sentences.
6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
4.6.R.1	Students will use their own viable research questions to find information about a specific topic.



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4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.
4.6.R.3	Students will determine the relevance and reliability of the information gathered.
Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
4.6.W.1	Students will generate a viable research question about a specific topic.
4.6.W.2	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.
4.6.W.3	Students will summarize and present information in a report.
7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.
4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
Writing -Students will create multimodal texts to communicate knowledge and develop arguments.	
4.7.W.1	Students will create multimodal content that effectively communicates an idea using technology or appropriate media.
4.7.W.2	Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.
8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
4.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
4.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.

