

Washington English Language Arts

# 4th Grade

## Reading

**Reading4th.** Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world. [WA.ELA-LITERACY.READING4TH](#)

### Print Environment and Foundational Skills

- 1 interact with and explore texts in a language-rich environment. [WA.ELA-LITERACY.R4TH.1](#)
  - a Select texts that interest them and/or that are recommended by peers and adults. [WA.ELA-LITERACY.R4TH.1.A](#)
  - b Spend time exploring, viewing, reading and/or listening to texts. [WA.ELA-LITERACY.R4TH.1.B](#)
  - c Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. [WA.ELA-LITERACY.R4TH.1.C](#)
- 2 Students know and apply the basic features of print and how it is organized. [WA.ELA-LITERACY.R4TH.2](#)
  - a Recognize the distinguishing visual features of fiction, poetry and plays. [WA.ELA-LITERACY.R4TH.2.A](#)
- 3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity. [WA.ELA-LITERACY.R4TH.3](#)
- 4 Students decode words with accuracy and fluency using grade-level word analysis skills. [WA.ELA-LITERACY.R4TH.4](#)
  - a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context. [WA.ELA-LITERACY.R4TH.4.A](#)

### Comprehending and Interpreting Texts

- 5 Students comprehend and interpret texts using a variety of strategies. [WA.ELA-LITERACY.R4TH.5](#)
  - a Reflect on their purpose for reading. [WA.ELA-LITERACY.R4TH.5.A](#)
  - b Preview the text by noting author, illustrator, topic, genre, images, and text structures. [WA.ELA-LITERACY.R4TH.5.B](#)
  - c Use personal connections and content knowledge to visualize and make sense of the text. [WA.ELA-LITERACY.R4TH.5.C](#)
  - d Make inferences and predictions, checking them against what's in the text. [WA.ELA-LITERACY.R4TH.5.D](#)
  - e Use a variety of strategies that encourage and maintain motivation to engage with a text. [WA.ELA-LITERACY.R4TH.5.E](#)

- f** Re-connect when the flow of reading is interrupted using a variety of strategies. [WA.ELA-LITERACY.R4TH.5.F](#)
- g** Explain how the visual elements in a text represent and/or add to its meaning. [WA.ELA-LITERACY.R4TH.5.G](#)
- h** Summarize a text, referring to details and examples in the text. [WA.ELA-LITERACY.R4TH.5.H](#)
- i** Describe a story's setting, major events, narrators, characters and their viewpoints in depth, drawing on specific details in the text. [WA.ELA-LITERACY.R4TH.5.I](#)
- j** Retell a story in their own words and/or say what they learned from a text, including key details and the overall structure of events, ideas, concepts, or information. [WA.ELA-LITERACY.R4TH.5.J](#)

#### Analyzing, Evaluating and Using Texts

- 6** Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. [WA.ELA-LITERACY.R4TH.6](#)
  - a** Explain what the text makes them feel, think, and/or want to do and why. [WA.ELA-LITERACY.R4TH.6.A](#)
  - b** Explain the impact of visual elements, including multimedia and text features, on the reader's understanding. [WA.ELA-LITERACY.R4TH.6.B](#)
  - c** Compare and contrast the written and performed versions of poems and plays. [WA.ELA-LITERACY.R4TH.6.C](#)
  - d** Compare and contrast the point of view, characters, settings, and plots of stories written by the same or different authors. [WA.ELA-LITERACY.R4TH.6.D](#)
- 7** Students evaluate texts. [WA.ELA-LITERACY.R4TH.7](#)
  - a** Explain what they may or may not like about a topic, character, or event and why. [WA.ELA-LITERACY.R4TH.7.A](#)
  - b** Describe how well an element of a text engages the reader or provokes thought, understanding, or action. [WA.ELA-LITERACY.R4TH.7.B](#)
- 8** Students use texts they have read for purposes relevant to them. [WA.ELA-LITERACY.R4TH.8](#)
  - a** Explore why characters think, feel, and act as they do, given their circumstances. [WA.ELA-LITERACY.R4TH.8.A](#)
  - b** Use information or examples from texts for discussions and projects. [See W4.3 and SLDF4th.3.] [WA.ELA-LITERACY.R4TH.8.B](#)
  - c** Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W4th.4b.] [WA.ELA-LITERACY.R4TH.8.C](#)



## Writing

### **Writing4th. Students compose multimodal texts in a variety of genres in the context of grade-level content.** WA.ELA-LITERACY.WRITING4TH

#### Writing Purposes and Products

- 1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W4th.1 must be taken through W4th.2 – W4th.10.] WA.ELA-LITERACY.W4TH.1
- 2 Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W4TH.2
  - a Describe experiences, ideas, and imaginings, including concrete, sensory details. WA.ELA-LITERACY.W4TH.2.A
  - b Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W4TH.2.B
  - c Express their opinions and preferences. WA.ELA-LITERACY.W4TH.2.C
  - d Persuade others to consider new options, resolve conflicts, and create and strengthen communities. WA.ELA-LITERACY.W4TH.2.D
  - e Tell stories and narratives. WA.ELA-LITERACY.W4TH.2.E

#### Plan and Generate Ideas

- 3 Students plan and complete writing projects. WA.ELA-LITERACY.W4TH.3
  - a Connect the prompt to their interests, perspectives, and/or experiences. WA.ELA-LITERACY.W4TH.3.A
  - b Determine the process or steps needed to complete the project. WA.ELA-LITERACY.W4TH.3.B
  - c Adjust focus and timeline when needed. WA.ELA-LITERACY.W4TH.3.C
- 4 Students generate and gather ideas, including appropriate use of tools. WA.ELA-LITERACY.W4TH.4
  - a Generate topics from experience, imagination, reading, research (see RML4th.4), media, conversations, products from W4th.1, and/or desire to communicate. WA.ELA-LITERACY.W4TH.4.A
  - b Determine which features and/or genre conventions to follow or adapt from mentor texts. WA.ELA-LITERACY.W4TH.4.B
  - c Identify what the writer knows that the audience does not. WA.ELA-LITERACY.W4TH.4.C
  - d Choose material from research (see RML4th.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others. WA.ELA-LITERACY.W4TH.4.D

## Draft and Establish Voice

- 5 Students draft content within the genre to develop ideas, express voice, and engage the audience. [WA.ELA-LITERACY.W4TH.5](#)
  - a Develop topics with facts, definitions, examples, and/or quotations. [WA.ELA-LITERACY.W4TH.5.A](#)
  - b Logically group related information in paragraphs and/or sections. [WA.ELA-LITERACY.W4TH.5.B](#)
  - c Support opinions with facts, reasons, and details using linking words, phrases, and clauses. [WA.ELA-LITERACY.W4TH.5.C](#)
  - d Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events. [WA.ELA-LITERACY.W4TH.5.D](#)
  - e Use text features and/or formatting noticed in mentor texts, such as headings, titles, labels, illustrations, greetings, the formatting of dialogue, etc. [WA.ELA-LITERACY.W4TH.5.E](#)
  - f Attribute sources in ways that are consistent with the genre. [WA.ELA-LITERACY.W4TH.5.F](#)
- 6 Students compose introductions and conclusions within the genre that engage the audience, express voice, and support the development of content in the body of the text. [WA.ELA-LITERACY.W4TH.6](#)
  - a Engage the reader in topics using a variety of strategies. [WA.ELA-LITERACY.W4TH.6.A](#)
  - b Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters. [WA.ELA-LITERACY.W4TH.6.B](#)
  - c Compose concluding statements or sections that follow from the stories or ideas developed in the text and allow the reader to reflect on what they read and/or how they feel after reading. [WA.ELA-LITERACY.W4TH.6.C](#)
- 7 Students organize content by using or adapting the genre's structure. [WA.ELA-LITERACY.W4TH.7](#)

## Revise and Edit

- 8 Students evaluate drafts. [WA.ELA-LITERACY.W4TH.8](#)
  - a Re-read to determine whether the draft says what they want it to say. [WA.ELA-LITERACY.W4TH.8.A](#)
  - b Re-read to identify differences between what they intend and what the audience would understand from the text itself. [WA.ELA-LITERACY.W4TH.8.B](#)
  - c Gather feedback and determine whether it improves readers' understanding and/or experience. [WA.ELA-LITERACY.W4TH.8.C](#)

- 9 Students revise and edit using a variety of strategies, including use of appropriate technology. [WA.ELA-LITERACY.W4TH.9](#)
- a Use what they learned from re-reading and feedback to strengthen their compositions. [WA.ELA-LITERACY.W4TH.9.A](#)
  - b Edit for conventions and consistency of text features, including attributions. [Demonstrate command of Language standards K–4.] [WA.ELA-LITERACY.W4TH.9.B](#)

#### Share and Publish

- 10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. [WA.ELA-LITERACY.W4TH.10](#)
- a Identify who might be able to access compositions and how it might make those people feel. [WA.ELA-LITERACY.W4TH.10.A](#)
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## Speaking, Listening, and Digital Forums

**SpeakingListeningDigitalForums4th.** Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums. WA.ELA-

LITERACY.SPEAKINGLISTENINGDIGITALFORUMS4TH

### Discussion

- 1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF4TH.1
  - a Reflect on who is present in a conversation and what they know about their interests, strengths, and skills. WA.ELA-LITERACY.SLDF4TH.1.A
  - b Discuss expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF4TH.1.B
  - c Review previous conversations when continuing a discussion. WA.ELA-LITERACY.SLDF4TH.1.C
  - d Draw on experience, prior knowledge, and/or research to contribute. WA.ELA-LITERACY.SLDF4TH.1.D
  - e Explain what they understood from others' contributions and ask for clarification or more information to build common understanding. WA.ELA-LITERACY.SLDF4TH.1.E
  - f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF4TH.1.F
  - g Summarize points of agreement or disagreement. WA.ELA-LITERACY.SLDF4TH.1.G
  - h Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended. WA.ELA-LITERACY.SLDF4TH.1.H
  - i Explain when, how, and why opinions or understandings have

changed. [WA.ELA-LITERACY.SLDF4TH.1.I](#)

- j** Review memorable and/or important moments or ideas. [WA.ELA-LITERACY.SLDF4TH.1.J](#)

- 2** Students prepare for planned discussions by thinking, reading, and/or researching the topic. [WA.ELA-LITERACY.SLDF4TH.2](#)

#### Collaboration

- 3** Students collaborate on projects or tasks. [WA.ELA-LITERACY.SLDF4TH.3](#)
  - a** Discuss expectations, roles, and timelines, changing them when needed. [WA.ELA-LITERACY.SLDF4TH.3.A](#)
  - b** Connect the project or prompt to their interests, experiences, and/or community needs. [WA.ELA-LITERACY.SLDF4TH.3.B](#)
  - c** Prepare for meetings by completing portions of the project as agreed. [WA.ELA-LITERACY.SLDF4TH.3.C](#)
  - d** Review progress and discuss what needs to happen next. [WA.ELA-LITERACY.SLDF4TH.3.D](#)

#### Public Speaking and Presentations

- 4** Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning. [WA.ELA-LITERACY.SLDF4TH.4](#)
  - a** Identify topics from the situation, experience, imagination, reading, research (see RML4th.4) media, conversations, and/or products from W4th.1. [WA.ELA-LITERACY.SLDF4TH.4.A](#)
  - b** Develop content by considering what they want to communicate within the situation and what the audience already knows. [WA.ELA-LITERACY.SLDF4TH.4.B](#)
  - c** Use images, media, and artifacts in presentations to clarify content and support the audience's

engagement. WA.ELA-  
LITERACY.SLDF4TH.4.C

## Voice

- 5 Students determine how to present themselves and their ideas. WA.ELA-  
LITERACY.SLDF4TH.5
    - a Express voice by building on strengths, experiences, and personality. WA.ELA-  
LITERACY.SLDF4TH.5.A
    - b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. WA.ELA-LITERACY.SLDF4TH.5.B
    - c Determine which language and/or languages support their purpose. WA.ELA-  
LITERACY.SLDF4TH.5.C
    - d Determine what they want or do not want to share and why. WA.ELA-  
LITERACY.SLDF4TH.5.D
  - 6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. WA.ELA-  
LITERACY.SLDF4TH.6
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## Language

**Language4th. Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.** [WA.ELA-LITERACY.LANGUAGE4TH](#)

### Knowledge of Language

- 1** Students identify and discuss when and why language is used differently according to the setting. [WA.ELA-LITERACY.L4TH.1](#)
  - a** Differentiate between contexts and situations that call for formal and informal discourse. [WA.ELA-LITERACY.L4TH.1.A](#)
  - b** Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur. [WA.ELA-LITERACY.L4TH.1.B](#)
- 2** Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. [WA.ELA-LITERACY.L4TH.2](#)
  - a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately. [WA.ELA-LITERACY.L4TH.2.A](#)

### Structure and Function of English

- 3** Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and fourth grade content. [WA.ELA-LITERACY.L4TH.3](#)
  - a** Produce, expand, and combine simple, compound, and complex sentences, including the use of prepositional phrases. [WA.ELA-LITERACY.L4TH.3.A](#)
  - b** Order adjectives within sentences according to conventional patterns. [WA.ELA-LITERACY.L4TH.3.B](#)
  - c** Form and use modal auxiliaries to convey various conditions. [WA.ELA-LITERACY.L4TH.3.C](#)
  - d** Capitalize the appropriate words in titles. [WA.ELA-LITERACY.L4TH.3.D](#)
  - e** Use commas in addresses. [WA.ELA-LITERACY.L4TH.3.E](#)
  - f** Use commas and quotation marks to mark dialogue, direct speech, and quotations. [WA.ELA-LITERACY.L4TH.3.F](#)
- 4** Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. [WA.ELA-LITERACY.L4TH.4](#)
  - a** Determine or clarify the meaning of new and multiple-meaning words and phrases. [WA.ELA-LITERACY.L4TH.4.A](#)
  - b** Identify and use abstract and concrete nouns and the words that describe them. [WA.ELA-LITERACY.L4TH.4.B](#)



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**MediaLiteracy4th. Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages. WA.ELA-LITERACY.MEDIA LITERACY 4TH**

Research and Inquiry

- 1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic. WA.ELA-LITERACY.RML4TH.1
- 2 Students seek answers from information sources. WA.ELA-LITERACY.RML4TH.2
  - a Generate ideas for where they might find information based on what they and/or others know about the topic. WA.ELA-LITERACY.RML4TH.2.A
  - b Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML4TH.2.B
  - c Use different technologies and different search terms to generate different results when using digital search tools. WA.ELA-LITERACY.RML4TH.2.C
  - d Talk with adults or peers with relevant experience or knowledge. WA.ELA-LITERACY.RML4TH.2.D
- 3 Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML4TH.3
- 4 Students use and/or share new learning. WA.ELA-LITERACY.RML4TH.4

Media Literacy and Critical Thinking

- 5 Students identify the effects of media messages. WA.ELA-LITERACY.RML4TH.5
  - a Identify how media messages make them feel and what these emotions may make them want to say or do. WA.ELA-LITERACY.RML4TH.5.A
  - b Identify reasons people are more or less likely to change their minds about something when they encounter a media message. WA.ELA-LITERACY.RML4TH.5.B
- 6 Students identify the purposes of media messages and how those purposes are achieved. WA.ELA-LITERACY.RML4TH.6
  - a Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. WA.ELA-LITERACY.RML4TH.6.A
- 7 Students compare different parts of media messages. WA.ELA-LITERACY.RML4TH.7

