

## ELA Grade 4 Summary

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

(Adapted from Washington State’s Essential Academic Learning Requirements)

## Quality of Writing—Content and Style

- Narrate a story using details and dialogue.
- Describe how characters respond to situations.
- Provide reasons using examples, facts, definitions, and quotations.

## Quality of Writing—Editing

- Revise sentences for precise and accurate words and phrases.
- Revise sentences to most effectively describe and connect ideas.

## Conventions—Grammar and Sentence Formation

- Produce simple, compound, and complex sentences.
- Use correct verb forms and tenses (e.g., I was walking; I am walking; I will be walking).
- Understand and use prepositions, pronouns, and relative adverbs (e.g., where, when, why).
- Correctly use modal auxiliaries (e.g., can, may, must) and frequently confused words (e.g., there, their, they’re).

## Conventions—Punctuation, Capitalization, and Spelling

- Use commas for direct address, quotations, and compound sentences.
- Use correct spelling, capitalization, and quotation marks.

## PA Core Instructional Shifts in ELA/Literacy

1. Balance of informational and literary texts
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text-based answers
5. Usage of source material
6. Academic vocabulary

## Diagnostic Category Skills List

### Quality of Writing—Focus and Organization

- Organize and introduce topics, opinions, events, and characters for the reader.
- Produce organized paragraphs.
- Accurately connect events and ideas (e.g., because, for example, in addition, also).
- Provide clear conclusions.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

## CLASSROOM DIAGNOSTIC TOOLS

### ELA: Writing Grade 4 Grade Level Summary and Diagnostic Category Skills List

The English Language Arts summary for grade 4 describes the performance in English Language Arts that students in grade 4 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Writing. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.

