COMMON CORE ESSENTIAL ELEMENTS AND RANGE OF COMPLEXITY
FOURTH GRADE

Fourth Grade English Language Arts Standards: *Reading (Literature)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Key Ideas and Details		**AA Students will:**
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**EERL.4.1.** Use details from the text to recount what the text says.	**EERL.4.1.** Refer to details in recounting what the text says. Ex. After reading or listening to a text, recount the story referring to details in the text without looking back at the text or other supports. Ex. Before the teacher begins a shared reading of a familiar text, she asks the students to tell her what they remember about the book, and the students recount the text including specific details. Ex. When reading aloud, match word cards to the words that they hear and see during the reading. (e.g., *The Cricket in Times Square* – match "Chester" or "New York"; *The Borrowers* – match words for "little people," "Clock family," or "borrowing"), then use them to recount the story. **EERL.4.1.** Use details from the text to recount what the text says. Ex. When given picture or verbal choices, select correct details from the story and then use those details in recounting the text. Ex. With the text projected on an interactive whiteboard, underline details, and then use those underlined details in recounting the text. Ex. Use sticky-note tags to identify details in text and use those tagged to recount the text. **EERL.4.1.** Recount a portion of the text. Ex. After repeated reading or listening to a text, recount the end of the text. Ex. Before the teacher begins a shared reading of a familiar text, when asked to tell what they remember about the book, recount one event from the story. **EERL.4.1.** Identify a detail from the text. Ex. Given an array of illustrations including some from the text and others that are not from the text, identify an illustration from the story. Ex. Given a list of details, identify a detail from the text using partner-assisted scanning (adult reads the list and student signals when a desired choice is read).
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**EERL.4.2.** Determine the main idea of a text.	**EERL.4.2.** Identify the theme of a text. Ex. After determining the main idea, identify the theme from an array of choices. Ex. Given a story that teaches a lesson like "be kind," identify *kind* as the theme of the story. **EERL.4.2.** Determine the main idea of a text. Ex. When given a text and multiple choices, identify the main idea (e.g., Dogs are fun pets.).

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Key Ideas and Details		**AA Students will:**
		Ex. After reading or listening to a text, state the main idea.
		EERL.4.2. When given a detail, identify the central idea of a text.
		Ex. After reading or hearing a text, select an object or picture from choices that goes with the central idea.
		EERL.4.2. Identify a word from a familiar text.
		Ex. After reading or listening to a text, point to a word from the text (e.g., After reading a story about dogs, point to the word *dog* or representation of a dog.).
		Ex. After listening to a text, point to an object that was in the story.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).	**EERL.4.3.** Use details from text to describe a character in a story.	**EERL.4.3.** Use details from text to describe multiple attributes of a character in a story.
		Ex. Asked to describe a character, use words like *tall* and *fast* from the story to describe the character.
		Ex. Using details from a story, create a character "wanted" poster with descriptors like *tall, old, mean,* etc.
		EERL.4.3. Use details from text to describe a character in a story.
		Ex. Given the text projected on an interactive whiteboard, underline details in the text that describe the specified character.
		Ex. Given a list of details from the story, select the details that describe a character.
		EERL.4.3. Identify the name of a character in a story.
		Ex. Given a description of a character from a story, identify the name of the character.
		Ex. Asked who is a character in a story, identify the name of one of the characters in the story.
		EERL.4.3. Identify details from a familiar story.
		Ex. Given two or more choices, identify the detail that is from the familiar story.
		Ex. Identify the name of a character from a familiar story.

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Craft and Structure		**AA Students will:**
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**EERL.4.4.** Determine meaning of words in context.	**EERL.4.4**. Use context to determine a missing word from a sentence. Ex. Given two or more sentences with one word missing, student will use context to identify the missing word from an array of choices. Ex. Given a word in context, find a Google image or another search engine to search for an image appropriate to the meaning of the word. **EERL.4.4.** Determine meaning of words in context. Ex. After reading a text, create a picture of the word or character based on descriptions in the text. Ex. Identify the words in a text that provide clues that help determine the meaning of an unknown word and use them to determine the meaning. **EERL.4.4.** Identify two or more words that are related to one another. Ex. Given a word from the text, identify two or more related words from a list provided by the teacher. Ex. Create a graphic organizer showing connections between a new word found in text and other known words. **EERL.4.4.** After listening to or reading a text, touch or look at a picture, object, or other symbolic representation of the word. Ex. After reading or listening to a book and an adult saying or signing a word from the text, find a picture or object that represents the word. Ex. After hearing a text about drums, touch a drum, drumstick, and other drum-related objects to demonstrate understanding of the drum-related words. Ex. Match a word from the text to a picture or object that represents the word.
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of	**EERL.4.5.** Recognize a text as a story or poem.	**EERL.4.5.** Differentiate characteristics of poems and stories. Ex. Given a story and poem on the same topic (e.g., dolphins), describe how the poem and story are different. Ex. Given a list of characteristics of the structure of a story and poem, match the right characteristics with an exemplar of each. **EERL.4.5.** Recognize a text as a story or poem. Ex. When presented with text, label which is a poem or a story. Ex. Using Clicker 5 software, correctly label the text as a story or poem after the software reads the

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Craft and Structure		**AA Students will:**
characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		text aloud. Ex. After reading a story (*Island of the Blue Dolphins*) and poem (*Knock at a Star: A Child's Introduction to Poetry*), identify each as a story or poem. Ex. Given two examples of poems or stories, place a sticky-note label on each type of text. **EERL.4.5.** Recognize a poem. Ex. During or after text is read aloud, answer a yes or no question (or use two switches) about whether the text was a poem. **EERL.4.5.** Identify familiar stories or poems. Ex. When asked to find a specific story, eye gazes to select the book from a field of two. Ex. When asked to help read the poem, look at the chart in the front of the group.
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**EERL.4.6.** Identify the narrator of a story.	**EERL.4.6.** Identify the narrator's point of view. Ex. Recognize when a story was told by the main character or by someone who was observing the main character. Ex. Asked "Was the person telling the story about himself?," answers yes or no. **EERL.4.6.** Identify the narrator of a story. Ex. Asked "Is the boy telling the story?," answers yes or no. Ex. Given a choice of the characters in a first-person narrative, the student accurately selects the character who was the narrator. Ex. Asked, "Is one of the characters telling the story?," answers, "no" in a third-person narrative. **EERL.4.6.** Identify the narrator in first-person narratives. Ex. Given a book with a single character who narrates the entire text, identify that character from an array of choices. Ex. After shared readings of a familiar text told by a single character in first person, identify the character who is telling the story. **EERL.4.6.** Identify the narrator in a familiar text with a single character who narrates the entire text. Ex. After repeated shared readings of a familiar text about a single character, identify an illustration of the character from the text.

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Integration of Knowledge and Ideas		**AA Students will:**
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**EERL.4.7.** Make connections between text and visual or oral presentations.	**EERL.4.7.** Identify similarities and differences between different representations of a story. Ex. Shown a video of a story that they have read, use a multiple message voice output device to identify both similarities and differences in the two representations. Ex. After reading or listening to someone read a text-based version of the story, identify one or more ways that the video-based version of the story is the same and different from the book. **EERL.4.7.** Make connections between text and visual or oral presentations. Ex. Shown a video of a story that has been read to them, indicate that the two are the same story. Ex. After reading or listening to someone read a text-based version of the story, identify one or more ways that the video-based version of the story is the same. **EERL.4.7.** Identify the text-based version of the story that matches the visual or oral presentation. Ex. After watching a video-based presentation of a familiar story, select the matching text from an array of choices. **EERL.4.7.** Communicate a preference for the text-based or visual or oral presentation of a story. Ex. After watching a play based on a familiar book, indicate preference for the book or the play version.
RL.4.8. (Not applicable to literature)	**EERL.4.8.** N/A	
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**EERL.4.9.** Compare and contrast two stories, myths, or texts from different cultures.	**EERL.4.9**. Compare and contrast two stories, myths, or texts from different cultures that address the same topic. Ex. Answers, "What is the same in the stories about how the earth was created from two cultural myths?" Ex. Create a Venn diagram and include specific examples of the ways that two texts on the same topic are the same and different. **EERL.4.9.** Compare and contrast two stories, myths, or texts from different cultures. Ex. Given a Venn diagram showing ways that two texts are the same and different, give a specific

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Integration of Knowledge and Ideas		**AA Students will:**
		example of each to compare and contrast the two stories.
		Ex. After reading a story and making a list of the events in it, read a second book and check off on the list the events that were the same and that were different.
		Ex. Listen to fairytales and folktales for two different cultures and list one way they are the same and one way they are different.
		EERL.4.9. Identify a similar event in two stories.
		Ex. Tell one thing that happened in both stories.
		EERL.4.9. Identify a story event.
		Ex. Asked, "Did that happen in the story?," respond yes or no.
		Ex. Given two pictures, select the one that depicts an event from a familiar story after shared reading.
		Ex. Using a step-by-step switch programmed with events of a story, use the switch to indicate an event from the story.

Fourth Grade English Language Arts Standards: *Reading (Literature)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Range of Reading and Level of Text Complexity		AA Students will:
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERL.4.10.** **This Literature Essential Element references all elements above.	

Fourth Grade English Language Arts Standards: *Reading (Informational Text)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Key Ideas and Details		AA Students will:
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing	**EERI.4.1.** Use details from the text to recount what the text says.	**EERI.4.1.** Refer to details in recounting what the text says without looking back at the text.
		Ex. After reading or listening to a text, recount the information referring to details in the text without looking back at the text or other supports.
		Ex. Before the teacher begins a shared reading of a familiar text, tell what they remember about the book, and recount the text including specific details.

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CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Key Ideas and Details		**AA Students will:**
inferences from the text.		**EERI.4.1.** Use details from the text to recount what the text says. Ex. Answer a question about information from the text by pointing out a detail related to the information requested. Ex. Indicate a detail from the text when asked what information they learned from it. Ex. With the text projected on an interactive whiteboard, underline details, and then use those underlined details in recounting the text. **EERI.4.1.** Recount a portion of the text. Ex. After repeated reading or listening to a text, recount the end of the text. Ex. Before the teacher begins a shared reading of a familiar text, when asked to tell what they remember about the book, recount one point from the text. **EERI.4.1.** Answer questions about information presented in text. Ex. Listen to directions and answer simple yes or no questions. Ex. Point to words or examples that provide information. Ex. Given a list of details, identify a detail from the text using partner-assisted scanning (adult reads the list and student signals when a desired choice is read).
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**EERI.4.2.** Determine a main idea of a text.	**EERI.4.2.** When given a text, generate a representation of the main idea. Ex. After reading or listening to a selection, create a product (poster, diorama, etc.) that communicates the central idea. **EERI.4.2**. Determine a main idea of a text. Ex. Choose a visual image (magazine pictures, clip art, etc.) that represents the main idea of a text. Ex. Select from choices the main idea of an informational text. Ex. Choose from an array of pictures the one that depicts the main idea of a historical text. **EERI.4.2.** Recognize the main idea of a text. Ex. Asked if the text is about swimming or baseball, indicate which is the main idea of the text. Ex. Point to the word or phrase in a text that corresponds to the main idea. Ex. Point to the title when asked to find what the text is about.

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Key Ideas and Details		**AA Students will:**
		EERI.4.2. Recognize information related to a text.
		Ex. Given two pictures, pick the one that is related to the text.
		Ex. Shown two pictures, one of which depicts information from the text and one that does not, indicate the one that does (e.g., pick a picture of swimming from two pictures [one depicting swimming and one depicting riding a bike] after repeated reading of a familiar text about swimming.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**EERI.4.3.** Use details from text to describe what happened.	**EERI.4.3.** Use details from a text to predict upcoming events based on cause/effect understanding.
		Ex. Indicate what will happen next in a story using events already read using their individual mode of communication or through an array of pictures.
		Ex. Given two choices, illustrations, etc. of what may happen next or what the next step is in an informational text, indicate the illustration that represents their prediction.
		EERI.4.3. Use details from text to describe what happened.
		Ex. Sequence sentence strips in sequence to show what happened in a text.
		Ex. Place three pictures in correct sequence to show what happened in a science text (e.g., fish in water, water dirty, fish die).
		Ex. Given the text projected on an interactive whiteboard, underline details in a historical text that use the underlined details to tell what happened.
		EERI.4.3. Given part of a text, label the next step.
		Ex. Given the first step from a text, tell what happened next.
		Ex. Told one thing that happened in a text, point to what happened next from two choices.
		EERI.4.3. Identify a familiar step from the text.
		Ex. Asked, "What do we usually do next?," indicate familiar next step on a classroom picture schedule for familiar routines.
		Ex. Point to a step in text or a series of pictures.

Fourth Grade English Language Arts Standards: *Reading (Informational Text)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Craft and Structure		**AA Students will:**
RI.4.4. Determine	**EERI.4.4:**	**EERI.4.4.** Use context to determine a missing word from a sentence.

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Craft and Structure		**AA Students will:**
the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	Determine meaning of words in context.	Ex. Given two or more sentences with one word missing, use context to identify the missing word from an array of choices. Ex. Given a domain-specific word, find a Google image appropriate to its context (e.g., For *full moon,* find picture of a full moon.).

EERI.4.4. Determine meaning of words in context. Ex. After reading text, create or locate a picture of a word based on descriptions in the text. Ex. Given a word in context, find a Google image appropriate to the meaning of the word. Ex. Given a sentence from a shared reading of a social studies text containing a word with an unknown meaning, select from choices the meaning of the unknown word.

EERI.4.4. Identify two or more words that are related to one another. Ex. Given a word from the text, identify two or more related words from a list provided by the teacher. Ex. Create a graphic organizer showing connections between a new word found in text and other known words.

EERI.4.4. Given a word, touch or look at a picture, object, or other representation that represents the word. Ex. Touch a picture that represents a given word when given a choice of two (one related and one unrelated). Ex. Repeat a word from text read aloud. |
| **RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. | **EERI.4.5.** Identify the chronological structure of a text (first, then, next). | **EERI.4.5.** Use the structure of a text to find information about the sequence of events. Ex. Use text to label a graphic representation of the information (e.g., create a timeline of images). Ex. Use illustrations in the text to understand the information provided.

EERI.4.5. Identify the chronological structure of a text (first, then, next). Ex. Given sentence strips from a science text, place events or changes in chronological order (e.g., water, cold, ice). Ex. Place events from a text in correct chronological order (e.g., first, then, next).

EERI.4.5. Given the chronology of a text, complete missing parts. Ex. Insert missing elements that are provided into an incomplete chart to complete the chronology (e.g., direction chart for routine activity). Ex. Given the first step from a text, tell what happened next. Ex. Reminded of one thing that happened in a text, point to what happened next from two choices. |

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Craft and Structure		**AA Students will:**
		EERI.4.5. Identify a text that demonstrates chronology. Ex. Touch the icons that show the order of what happens. Ex. Eye gaze at the informational text to identify *the end* of the story.
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**EERI.4.6.** Identify a first-hand account of an event.	**EERI.4.6.** Compare how a firsthand account is different from a secondhand account. Ex. Identify a difference between when students tell about a personal experience versus when the teacher retells the experience (e.g., "You forgot _____."). Ex. Given two versions of an event, one firsthand "I" account and one secondhand "he" account, identify differences. **EERI.4.6.** Identify a firsthand account of an event. Ex. Identify an account in which the speaker uses "I" in reference to the events as a firsthand account. Ex. Choose between a class-created text and a commercially available text. **EERI.4.6.** Recognize a firsthand account of something the students have done. Ex. Identify as their own an account of something the students told the teacher or class. Ex. After "reading" to classmates about themselves (e.g., "This summer, I . . . ."), respond to the question, "Who is this story about?" by indicating own picture from a choice of own picture and the picture of a classmate. **EERI.4.6.** Respond to a personal account of an event or topic. Ex. Demonstrate attention to a personal account of an event shared by the teacher or another student. Ex. Use a single switch to communicate a personal account of an event.

Fourth Grade English Language Arts Standards: *Reading (Informational Text)*

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Integration of Knowledge and Ideas		**AA Students will:**
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in	**EERI.4.7.** Interpret information presented visually and orally.	**EERI.4.7.** Interpret information presented visually, orally, or quantitatively. Ex. Answer questions about a chart. Ex. Answer questions about a presentation. Ex. Tell how an illustration in text adds information. **EERI.4.7.** Interpret information presented visually and orally.

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Integration of Knowledge and Ideas		**AA Students will:**
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.		Ex. Answer questions about a video. Ex. Answer questions about a simple timeline about what happened last. **EERI.4.7.** Identify information presented in a singular format. Ex. Select a word from choices to describe an illustration in the text. **EERI.4.7.** Identify information that is presented visually or orally. Ex. Touch or look at a picture, object, or other representation to gain information. Ex. Given a screenshot from a video, recognize the image as related to the video. Ex. Using a personal schedule, point to or indicate the next activity when asked, "What's next?"
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	**EERI.4.8.** Identify the author's point.	**EERI.4.8.** Recognize how the author uses reasons to support points in a text. Ex. Match a reason the author gives for a point in the text. Ex. Choose from options a reason the author gives to support a point in the text. **EERI.4.8.** Identify the author's point. Ex. Restate a point the author makes in the text. Ex. Choose from options a point the author makes in the text. **EERI.4.8.** With prompts and support, identify from choices a point the author makes. Ex. Given the title and several key details from a story about science, identify a point the author makes. **EERI.4.8.** With prompts and support, identify the title of a book and tell what the book is about. Ex. Point to a book title and indicate from an array of choices, what the book is about. Ex. Select a picture from two choices, one related and one unrelated, to indicate what the book is about.
RI.4.9. Integrate information from two texts on the same topic in order to write or speak	**EERI.4.9.** Identify similarities of two resources on the same topic.	**EERI.4.9.** Describe the similarities of two resources on the same topic. Ex. Describe two facts that were the same in a video and a text on the same topic. Ex. State two facts that were the same in two texts on a historical event. Ex. Find images that are similar in both texts.

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Integration of Knowledge and Ideas		AA Students will:
about the subject knowledgeably.		**EERI.4.9.** Identify similarities of two resources on the same topic. Ex. Identify what is the same in a picture book and a list of directions on pet care. Ex. Identify what is the same in a video and a text on fire safety. Ex. Listen to historical fiction such as *Call of the Wild* on audio recording and read *Stone Fox* aloud. Both stories deal with racing a dog in the arctic. Using both resources, identify similarities between the two. **EERI.4.9.** Identify two resources on the same topic. Ex. Identify two books to learn about dinosaurs when given four choices. Ex. Given two choices, select a book about a given topic (dogs, cows, bike, etc.). Ask again with two different sets of books, to select one on the same previously selected topic. Ex. After listening to two informational texts on the same topic, identify/select the topic, given visual choices or pictures from text (scientist, rock, animals). **EERI.4.9.** Identify one resource on a favorite topic. Ex. State a topic of interest. Ex. Select from two resources on a topic of interest (e.g., "Which book would you like, the one on puppies or kittens?"). Ex. While reading aloud *Stone Fox*, select either a dog to indicate interest in the Iditarod or dog sledding.

Fourth Grade English Language Arts Standards: *Reading (Informational Text)*

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Range of Reading and Level of Text Complexity		AA Students will:
RI.4.10. By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERI.4.10.** **This Informational Text Essential Element references all elements above.	

Fourth Grade English Language Arts Standards: *Reading (Foundational Skills)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Phonics and Word Recognition		**AA Students will:**
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.	**EERF.4.3.** Know and apply phonics and word analysis skills in decoding words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	**EERF.4.3.a**. Apply letter-sound and word length knowledge to use first letter plus word length plus context to identify unfamiliar words. Ex. Given a sentence with an unfamiliar word, the student will attend to the first letter, the length of the unfamiliar word, and the context of the sentence surrounding it to identify the word. **EERF.4.3.a.** Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. Ex. When reading a new book, the student will identify an unfamiliar word using first letter (and its sound) plus context. **EERF.4.3.a.** Identify the sound of the initial letter in familiar words. Ex. Asked what the first sound in *mat* is, respond with the /m/ sound. Ex. Asked to indicate which word from two choices (*dog* and *cat*) begins with the /d/ sound, point to *dog*. **EERF.4.3.a.** Identify a missing word from a sentence presented orally. Ex. Given a choice of two symbols or words, select the word that best completes a sentence presented orally (e.g., He hit the [*ball*, *cat*].). Ex. Use a switch to indicate choice of a word to complete a sentence presented orally. Ex. Select from two picture cards the one that represents a word to complete a sentence.
b. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words	**EERF.4.3.b.** Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).	**EERF.4.3.b**. Decode single-syllable words with complex spelling patterns. Ex. Given words that have blends or diagraphs such as *stack* or *speed*, decode the word. **EERF.4.3.b.** Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Given a printed keyword with a common spelling pattern (e.g., *cat*), use the word to decode a word that has the same spelling pattern (e.g., *bat*). Ex. Given a printed example of a common CVC word (e.g., *fan*), use that word to decode a word with the same vowel (e.g., *fat*). Ex. Using note cards, place before the student the letters t - o – p. Sound out the word, blend, and pronounce. Trade the first sound (t) for a new card (m) and repeat the process, independently.

Fourth Grade English Language Arts Standards: *Reading (Foundational Skills)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Phonics and Word Recognition		**AA Students will:**
in context and out of context.		**EERF.4.3.b.** Recognize words that rhyme with single-syllable words with common spelling patterns (rhymes). Ex. Given three words (*hop*, *top*, and *cow*), identify the word that does not match the pattern. **EERF.4.3.b**. Repeat letter-sounds. Ex. Repeat a letter-sound for a familiar word after the teacher when paired with representations of familiar words. Ex. Repeat a letter-sound after repeated presentations of the letter and sound together.

Fourth Grade English Language Arts Standards: *Reading (Informational Text)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Fluency		**AA Students will:**
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as	**EERF.4.4.** Read text comprised of familiar words with accuracy and understanding.	**EERF.4.4.** Read text comprised of familiar and unfamiliar words with accuracy and understanding. Ex. Given age-appropriate text that includes both familiar and unfamiliar words, the student answers comprehension questions based on the story. **EERF.4.4.** Read text comprised of familiar words with accuracy and understanding. Ex. Given age-appropriate text, the student will read a passage with support and prompts (e.g., Using Spark notes or other abridged text resource, students will read portions of the text with support as needed.). Ex. After reading the text, the student answers three comprehension questions related to the details of the story. **EERF.4.4.** Identify text of familiar words when read to them. Ex. Array three different books placed in front of the student, when listening to a book on tape, indicate which book goes with the story being read on tape. Ex. Match a book cover from choices with the cover of the same book being read. **EERF.4.4.** With guidance and support, identify familiar words or pictures. Ex. When reading with a small group, a copy of the book is passed from student to student as the teacher reads aloud.

Fourth Grade English Language Arts Standards: *Reading (Informational Text)*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Fluency		**AA Students will:**
necessary. Decode multi-syllable words.		Ex. Attend to the reader with acknowledgment or eye gaze to track the reader in a shared reading activity.

Fourth Grade English Language Arts Standards: *Writing*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes		**AA Students will:**
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**EEW.4.1.** Write an opinion about a topic or text and reasons to support the opinion. a. Select a topic or text and write an opinion about it.	**EEW.4.1.a.** Recall a topic or text and write an opinion about it. Ex. When asked to write a review of a book, recall the title of the book recently read and write, *I like it.* Ex. When asked to write about a topic in science, recall a topic and write an opinion about it. Ex. During journal writing time, select a topic (e.g., a trip to the state fair) and write, *Most fun ever*. Ex. For a book review assignment, choose a book read during the week and write an opinion (e.g., "Too hard. Boring."). **EEW.4.1.a.** Select a topic or text and write an opinion about it. Ex. Choose from recently read books and write, *I like it.* Ex. Select a topic from a list of options and write an opinion about it. **EEW.4.1.a.** Given a topic or text, write an opinion about it. Ex. After the teacher shows the student a book recently read in class and then shows two picture symbols, *like* and *don't like*, point to the *like* symbol and then uses a keyboard to write *lk* (like). Ex. In response to an assignment, write to indicate an opinion regarding whether the actions of a character in a book were right or wrong. **EEW.4.1.a.** Communicate a preference for a text or topic. Ex. Look, touch, or point to identify a preferred book from two presented by the teacher, who then writes *<Student's name> likes it.* Ex. Look, touch, or point to a picture to select a preferred topic when peers ask, "What do you like?" and then use assistive technology to type letters under the picture.
b. Provide reasons that are supported by facts and	**EEW.4.1.b-c.** List reasons to support	**EEW.4.1.b-c.** Write reasons to support an opinion using short phrases or sentence stems. Ex. After writing an opinion about dogs (e.g., *Dogs are good pets*.), write two reasons that support the

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes		**AA Students will:**
details. c. Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*).	the opinion.	opinion (e.g., *Wak* [walk] *with you. Lern* [learn] *tricks. Get papr* [paper].). Ex. After writing an opinion about a book (e.g., *To lng* [too long]), write three reasons to support the opinion (e.g., *62 pages, lots wrds* [lot of words]*, no pikrs* [pictures]). **EEW.4.1.b-c.** List reasons to support an opinion. Ex. After selecting dogs as the topic and stating an opinion (e.g., *Dogs are good pets*.), list reasons that make them good pets (e.g., *walk, play*). Ex. After the teacher presents pictures of things from everyday life on an interactive whiteboard (e.g., *bus*, *food*, *TV*, *radio*), select the bus moving it to a box that says *Important*. After a group brainstorm-ing about what buses do, uses two of the ideas to write his own, "Go to school. Ride with friends." **EEW.4.1.b-c.** Identify a reason to support an opinion. Ex. After the teacher presents pictures of things from everyday life on an interactive whiteboard (e.g., *car*, *food*, *TV*, *radio*), select the car by moving it to a box that says *Important*. Then, identify one reason that cars are important from an onscreen selection of choices (e.g., *go home*), which the teacher writes on the whiteboard. Ex. After selecting a book from a selection presented by the teacher and stating an opinion (e.g., *good)*, identify reasons on a book review form created by the teacher (e.g., The student circles characters, pictures, and funny.), which the teacher writes on lines at the bottom of the page. Ex. In response to an assignment, after the student writes to indicate her opinion regarding whether the actions of a character in a book were right or wrong, list reasons, which the teacher adds to a language experience text. **EEW.4.1.b-c.** Express agreement or disagreement with an opinion stated by another. Ex. After peer says, "I like apples. Do you like apples?," indicate yes or no, and the teacher writes on chart, *<Peer's name> likes apples. <Student's name> (does not) like(s) apples.* Ex. After a peer reads his own opinion piece about pets (Dogs are good pets. They walk. They do tricks.) and asks, "Do you like dogs?," indicate yes by smiling and looking up, and peer writes on his text, *<Student's name> likes dogs, too.* and reads it aloud to the student while pointing to the words. Ex. Given a picture of an activity, and a conversation about whether they like the activity, the student uses assistive technology to type letters under the picture, and after the teacher asks, "Do you like dogs

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes		**AA Students will:**
		because they are friendly?, Because the catch Frisbees?, etc.," the student types more when the teacher says, "Those are good reasons. Add that to your story."
d. Provide a concluding statement or section related to the opinion presented.	**EEW.4.1.d.** N/A	
W.4.2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**EEW.4.2.** Write to convey ideas and information clearly. a. Select a topic and related visual, tactual, or multimedia information.	**EEW.4.2.a.** Generate a topic and gather related visual, tactual, or multimedia information. Ex. Decide on a topic related to books read and locate related information on the Internet (e.g., The student decides to write about the author of a series of favorite books. He writes the name of the author and then uses the Internet to locate pictures of the covers of books the author has written.). Ex. Decide on a topic related to history and find information on the Internet (e.g., The student decides to write about the President of the U.S. and then uses the Internet to find a video clip of the President giving a speech and photos of the President in various meetings.). **EEW.4.2.a.** Select a topic and related visual, tactual, or multimedia information. Ex. Choose a topic from a list of three offered by the teacher and choose from a variety of objects and artifacts three to use in a writing project on the topic. Ex. After the teacher uses multimedia authoring tools to create a computer set-up that offers a choice of topics with each linked to a collection of images, videos, and sound clips that relate to the topic, use it to select a topic and then select several images, videos, and sound clips to use in a writing project on the topic. Ex. After the teacher creates a webpage (e.g., Internet Workshop, Webpquest) offering choices of topics, each linked to related image, video, and sound clips, the student selects a topic and several images, videos, and sound clips. **EEW.4.2.a.** With guidance and support, select a topic and related visual, tactual, or multimedia information. Ex. Working with the teacher who names and points to each option, choose a topic from a list of three, and then choose from a variety of objects and artifacts three to use in a writing project. Ex. After the teacher uses multimedia authoring tools to create a computer set-up that offers a choice of

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes		**AA Students will:**
		topics with each linked to a collection of images, videos, and sound clips that relate to the topic, work with a peer to navigate through the set-up, first selecting a topic and then selecting several images, videos, and sound clips to use in a writing project.
		EEW.4.2.a. With guidance and support, select visual, tactual, or multimedia information that relate to a familiar topic. Ex. With help from peers who support physically, interact with objects and artifacts at a science display, eye gaze, touch, or look to indicate a response when offered two and asked, "Which one is a <topic>?" Ex. Working with a peer who types the name of the topic into a search engine of a video collection and helps navigate the software to view some of the videos, indicate "yes" or "no" when the peer asks, "Is this about <topic>?"
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**EEW.4.2.b.** List words, facts, or details related to the topic.	**EEW.4.2.b.** Write phrases and sentences that convey facts or details related to the topic. Ex. Write captions for pictures related to the topic (e.g., After the student decides to write about the author of a series of favorite books and selects pictures of the covers of books the author has written, the student writes captions for each picture.). Ex. Write short sentences about facts for details from videos or images related to the topic (e.g., After the student decides to write about the President of the U.S. and identifies a video clip of the President giving a speech and photos of the President in various meetings, the student writes a short sentence about the video and each image.). **EEW.4.2.b.** List words, facts, or details related to the topic. Ex. Write words that relate to the topic (e.g., After choosing a topic from a list of three and choosing from a variety of objects and artifacts three to use in a writing project, the student writes words that label or describe the objects.). Ex. Use a talking word processor to write words related to the topic (e.g., After using multimedia software to select a topic and related images, videos, or sound clips, the student uses word prediction software with a talking word processor to write a list of words that relate to the topic. **EEW.4.2.b.** Select words, facts, or details related to the topic. Ex. After using multimedia software to select a topic and related images, videos, or sound clips, select words from a preprogrammed word bank with additional alphabet access that provide information

Fourth Grade English Language Arts Standards: *Writing*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes		**AA Students will:**
		about the topic. Ex. After working with the teacher to choose a topic and three objects and artifacts, select appropriate pictures (presented on index cards) that go with each of the objects and artifacts and then use assistive technology to write about the pictures.
		EEW.4.2.b. With guidance and support, the student identifies symbols that relate to the topic. Ex. Working with the teacher who has gathered an assortment of picture communication symbols, identify symbols that relate to a stated topic (e.g., food), which the teacher then writes as words and reads aloud while pointing. Ex. Working with a speech-language pathologist, navigate through a dynamic display communication device to find the page of symbols that relates to a particular topic (e.g., emotions, food, people, places) which are used to type whole words in a word processor.
c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).	**EEW.4.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**EEW.4.2.d.** N/A	
e. Provide a concluding statement or section related to the information or explanation presented.	**EEW.4.2.e.** N/A	
W.4.3. Write narratives to develop real or imagined	**EEW.4.3.** Select an event or personal	**EEW.4.3.a.** Select an event or personal experience and write about it including three events in sequence. Ex. Write a short narrative beginning by writing what the event was (e.g., *go shopping*) and including

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes		**AA Students will:**
experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	experience and write about it. a. Write about two events in sequence related to a personal experience.	three events (e.g., *Go to mall. Buy phone. Eat.*). Ex. Write a short story about forgetting lunch in mom's car including three events (e.g., *No lunch. In car mom. Pay lunch school.*). **EEW.4.3.a.** Write about two events in sequence related to a personal experience. Ex. Write a short narrative beginning by writing what the event was (e.g., *go shopping*) and including two events (e.g., *Go to mall. Eat.*). Ex. Write a short story about forgetting lunch in mom's car including two events (e.g., *No lunch box. Pay lunch school.*). Ex. Write about two events in sequence that happened during their school day (e.g., *Go to gym. Play.*). **EEW.4.3.a**. Write about an event or personal experience. Ex. Write about going shopping with mom (e.g., *go shop mom)* and in answer to the teacher's question, "What did you do next," add second event (e.g., *eat ice cream*). Ex. Write about buying lunch at school because he or she left his or her lunch in their mom's car (e.g., *pay lunch).* Ex. After listening to a story, put pictures of two events in the order they occurred in the story and then write a caption for each (e.g., *Fell in river. Got out on log.*). **EEW.4.3.a.** With guidance and support, communicate about an event or personal experience. Ex. Given help navigating to the correct page in a multiple message voice output device, select a message to report on a personal experience to use in shared writing (e.g., *I went to my dad's softball game. They won.)* and then use assistive technology to type letters and/or words on that topic. Ex. Having worked with an adult to negotiate the messages to include in a social script programmed on a sequential message voice output device, engage in appropriate turn taking and use the switch to share the information (e.g., Each question or sentence is delivered one at a time with a pause for the partner to respond. The sequenced device might say, "Guess what I did yesterday! It was really special. I went to the movies. Have you been to the movies?") and then use assistive technology to type letters and/or words on that topic.
b. Use dialogue and description to develop	**EEW.4.3.b.** List words that	**EEW.4.3.b.** Write about an event or personal experience using describing words and phrases. Ex. Write about going shopping (*go shopping*) and include describing words (e.g., *Go to **big** mall. Buy*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes		**AA Students will:**
experiences and events or show the responses of characters to situations.	describe an event or personal experience to use when writing about it.	***great*** phone. Eat. ***Yummy***.). Ex. Write about forgetting lunch in mom's car including describing words (e.g., *No lunch. In car mom* ***mad.*** *Pay lunch school.* ***Yuck***). **EEW.4.3.b.** List words that describe an event or personal experience to use when writing about it. Ex. Before writing about going shopping, list words that describe the event (e.g., *fun, good*). Ex. After sharing a story about forgetting lunch in mom's car (e.g., *No lunch box. Pay lunch school.*), list words that describe the experience (e.g., *mad, bad, yuk* [yuck]). **EEW.4.3.b.** Select words that describe an event or personal experience when writing about it. Ex. After the teacher leads a group of students in brainstorming a list of words that could describe something, select words from the list to describe the event or experience they are writing about. Ex. Use a page of adjectives programmed in a voice output communication device to select words that describe the event or experience. **EEW.4.3.b.** With guidance and support, select a word that describes himself or herself. Ex. Given a choice of *boy* and *girl,* select the correct one to describe oneself. Ex. Given a choice of *happy* and *sad*, choose the word that describes oneself.
c. Use a variety of transitional words and phrases to manage the sequence of events.	**EEW.4.3.c.** N/A	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**EEW.4.3.d.** N/A	
e. Provide a conclusion that follows from the narrated experiences or events.	**EEW.4.3.e.** N/A	

Fourth Grade English Language Arts Standards: *Writing*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Production and Distribution of Writing		**AA Students will:**
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.4.4.** Produce writing that expresses more than one idea with a logical organization.	**EEW.4.4.** Produce writing that expresses multiple ideas with a logical organization. Ex. Write about a personal experience and include multiple events in sequential order. Ex. Write about a science topic including a topic sentence and then adding multiple sentences with details about the topic. Ex. Write about a personal experience and include a beginning, middle, and end. **EEW.4.4.** Produce writing that expresses more than one idea with a logical organization. Ex. Write about a science topic including a topic sentence and then, following group brainstorming, add two details about the topic. Ex. Write about a personal experience and include a first-then sequence. **EEW.4.4.** With guidance and support, produce writing that expresses more than one idea with a logical organization. Ex. Given a template, fill in the topic and then complete two sentences by filling in details about the topic. Ex. Recall two events from a personal experience, write them, and then work with the teacher to determine which happened first. **EEW.4.4.** With guidance and support, recognize a first-then sequence. Ex. While working on putting together a visual schedule for the day, the teacher shows the student a symbol for an activity and says, "First, we have reading. Then, what do we do?," she holds up two symbols and the student selects the next activity, and the teacher writes each on a personal schedule (e.g., *First, reading. Then, math.*). Ex. When coming into the classroom first thing in the morning, an adult asks, "What do you do first?" After the student answers or completes the first task, the adult says, "Then what?" and the student responds or completes the next step, and in morning circle, the teacher helps the student recall these activities and complete a simple text (e.g., *First, John hung up his coat. Then, he chose hot lunch.*).
W.4.5. With guidance and support from peers and adults, develop	**EEW.4.5.** With guidance and support from adults and peers, plan by	**EEW.4.5.** With materials and peer supports, plan by brainstorming and revise own writing by adding more information. Ex. Use a simple checklist, 1. Brainstorm, 2. Write e-mail, 3. Read, 4. Add one related question, 5. Spellcheck. Ex. Using a template in a visual planning tool, choose a topic, add notes, elaborate as text, share with peer,

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Production and Distribution of Writing		**AA Students will:**
and strengthen writing as needed by planning, revising, and editing.	brainstorming and revise own writing by adding more information.	add more information to draft. **EEW.4.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. Working with a group of peers, brainstorm a list of words to use in own writing, write a draft, and after receiving peer feedback, use more of the words in the draft. Ex. After sharing own writing with an adult, revise it by adding more based on the adult's feedback. Ex. Taking turns with a peer, brainstorm ideas for a poem and alternate writing lines of the poem using peer's ideas to increase quality and length of contributions as poem progresses. **EEW.4.5.** With guidance and support from adults and peers, brainstorm words to include in own writing. Ex. With an adult who models how to navigate a multiple message voice output device and selects words to model, select words to contribute to the group brainstorm about a topic. Ex. Working with a small group of peers, contribute meaningful words to a brainstorming session about a writing topic. **EEW.4.5.** With guidance and support from peers, participate in group brainstorming of words to include in writing. Ex. Given a preprogrammed multiple message voice output device, select words to contribute to the group brainstorming session, and working with teacher, contribute to the group text (e.g., *BD FI* [bird fly]). Ex. Having listened to a simple, repeated line text, discuss the structure, and create additional text in a small, teacher-led group (e.g., If you give a mouse a <something>, he's going to want <something else that goes with it>).
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and	**EEW.4.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and	**EEW.4.6.** Use technology, including the Internet, to produce and publish writing while interacting and collaborating with others. Ex. Use the Internet with a screen reader to locate information and then use the information to write a text to be shared with the group (e.g., Internet Workshop format). Ex. Assist a peer to produce and record a collaborative writing project. Ex. Use a word processor with word prediction software to compose and respond to text messages or blog entries. Ex. Use a comic software program with a peer to write and illustrate a story.

Fourth Grade English Language Arts Standards: *Writing*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Production and Distribution of Writing		AA Students will:
publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	collaborating with others.	**EEW.4.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. With guidance and support from adults, use the Internet with a screen reader to locate information and then use the information to write a portion of a group text. Ex. With guidance and support from adults, use an alternative keyboard while a peer uses a standard keyboard for the pair to work together in producing a collaborative writing project. Ex. With guidance and support from adults, use a communication device to compose a message and then print it off or have another person write it down. Ex. With guidance and support from adults, use comic creation software to write and illustrate a story with a peer. **EEW.4.6.** With guidance and support from adults, use technology to produce writing. Ex. Working with the teacher in a small peer group, use a switch to scan through choices in an onscreen word bank and select words to produce writing to be included in the class summary of the day's activities. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing to contribute to a peer's text. Ex. With an adult and working with a peer, use a PECS book with symbols to create a sentence (e.g., "I want____." or "I see____.") for a collaborative, repeated line text. **EEW.4.6.** With guidance and support from adults, use technology to communicate. Ex. With guidance and support from an adult, use a multiple message voice output device to make a choice, which a teacher adds to a small group repeated line text (e.g., *John likes pizza. Kate likes french fries.*). Ex. With guidance and support from an adult, use an app on a tablet device to make a comment, which the teacher adds to a group chart of possible writing topics (e.g., The student comments, "Nice day." The teacher responds, "That's a good idea. We could write about the weather. I'll write *weather* on our chart.").

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Research to Build and Present Knowledge		**AA Students will:**
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**EEW.4.7.** Gather information about a topic from two or more sources for a group research project.	**EEW.4.7.** Gather information about a topic from multiple sources for a group research project. Ex. Use sticky notes to mark pages in several books where there is relevant information, and then write that information in a group research project. Ex. Given screen reading software that reads the text on a webpage, explore two or more websites to identify relevant information and then include that information in a group research project. **EEW.4.7.** Gather information about a topic from two or more sources for a group research project. Ex. Using two sources on lions, find out about where they live, what they eat, and how they live (e.g., in groups/families or alone) and use that information in a group research project. Ex. Given screen reading software that reads the text on a webpage, read from two or more websites and identify information to include in a group research project. Ex. Use a library book with accompanying video to find facts about a research topic (e.g., dinosaurs or fossils) and contribute that information to a group presentation on the topic. **EEW.4.7.** With guidance and support, gather information about a topic from one source for a group research project. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a group research project. Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project. **EEW.4.7.** With guidance and support, explore one source of information for a group project. Ex. Use a single switch to advance through the pages of a digitized text, choose one page, type letters about it, and have the teacher write one relevant detail in a partner text (e.g., The teacher says, "I could take your *C* right there and write *CATS* and your *N* and write *NAP*. *CATS NAP*."). Ex. Explore a webpage with a screen reader on a tablet device, choose one piece of information, type letters about it, and have the teacher model the process (e.g., The teacher says, "Yes, you wrote about airplanes. The webpage says, "Airplanes fly high." I'm going to write, "Airplanes fly high."").
W.4.8. Recall relevant information from experiences or	**EEW.4.8.** Recall information from personal experiences	**EEW.4.8.** Recall and record information from personal experiences or gather relevant information from print and digital sources, and sort into categories. Ex. Recall information from a vacation to the beach on sticky notes and then sort the information into two

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Research to Build and Present Knowledge		**AA Students will:**
gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	and sort into provided categories.	self-selected categories (e.g., things done and things seen). Then, copy each category into a short list. Ex. Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two self-selected categories (e.g., things the student did and things others did). Then, copy each category into a short list. **EEW.4.8.** Recall information from personal experiences and sort into provided categories. Ex. Recall information from a vacation to the beach on sticky notes and then sort the information into two categories provided by the teacher, *Things I Did* and *Things I Saw.* Ex. Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two categories provided by the teacher, *Things I Did* and *Things Someone Else Did.* **EEW.4.8.** With guidance and support, recall information from personal experiences and sort into provided categories. Ex. Working with a teacher who writes down information as the student recalls it, indicate in which category it belongs as the teacher rereads each piece of information. Ex. Working with the teacher, recall things the group did in completing a science project and as the teacher rereads each item, indicate whether they did it or someone else did it. **EEW.4.8.** With guidance and support from an adult, select photos, symbols, or other artifacts from personal experiences and use assistive technology to type letters to go with the artifacts. Ex. Working with a teacher, decide whether artifacts should be included in her remnant book. Ex. Working with an adult, identify photos of herself at a recent event and type letters to go with the photo or observe as the teacher writes what is said.
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4*	**EEW.4.9.** Recall information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 4 Reading*	**EEW.4.9.a.** Apply *Essential Elements of Grade 4 Reading Standards* in depth to literature (e.g., "Use multiple details from text to describe a character in a story."). Ex. After selecting multiple details from the story to describe a character's words and actions, write about them. Ex. After selecting multiple details from the story to describe a character's words and actions, compare the character to themselves. **EEW.4.9.a.** Apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., "Use details from text to

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Research to Build and Present Knowledge		AA Students will:
Reading standards to literature (e.g., "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].").	*Standards to literature (e.g., "Use details from text to describe a character in a story.").*	describe a character in a story."). Ex. After selecting correct details from the story to describe a character, write about them. Ex. Use details from the story to create a written description of a character. **EEW.4.9.a.** With guidance and support, apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., "Use details from text to describe a character in a story."). Ex. After repeated reading or listening to a text, work with the teacher to write a description of a character in the story. Ex. After a shared reading of a familiar text, with guidance and support to type the describing words in a text, use the typed information to create a written description of the character. Ex. After working with the teacher to list character actions and words, with guidance and support, complete a template description (e.g., <Character's name> is <descriptor> because in this story he <action supporting descriptor choice>. He is <same descriptor> when he says <quote> and when he <another action>.). **EEW.4.9.a.** With guidance and support, participate in writing tasks that follow shared reading of literary text. Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project. Ex. After participating in a shared reading of a book, indicate "yes" or "no" to a list of adjectives describing the setting (e.g., *hot, warm, cold, windy, wet, dry*), which the teacher then writes down (e.g., *This story takes place in the desert. It is hot. It is dry.*).
b. Apply *grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").*	**EEW.4.9.b.** Apply *Essential Elements of Grade 4 Reading Standards* to informational text (e.g., "Use details from the text to recount what the text says.").	**EEW.4.9.b.** Apply *Essential Elements of Grade 4 Reading Standards* in depth to informational text (e.g., "Use multiple details from the text to recount what the text says."). Ex. After selecting multiple details from the story to recount the text, write a summary. Ex. After selecting multiple details from the story to recount the text, compare the story to a personal experience. **EEW.4.9.b.** Apply *Essential Elements of Grade 4 Reading Standards* to informational text (e.g., "Use details from the text to recount what the text says."). Ex. Having read a text to identify details to recount the text, write a recount. Ex. After using text projected on an interactive whiteboard to underline details, and then using those underlined details in recounting the text, write a recount of the text.

Fourth Grade English Language Arts Standards: *Writing*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Research to Build and Present Knowledge		**AA Students will:**
		EEW.4.9.b. With guidance and support, apply *Essential Elements of Grade 4 Reading Standards* to informational text (e.g., "Use details from the text to recount what the text says.").
		Ex. With guidance and support to read a text and identify details to recount the text, work with a teacher to write about it.
		Ex. With guidance and support to identify and type the details in a text, use the typed information to create a written recount of the text.
		EEW.4.9.b. With guidance and support, participates in writing tasks that follow shared reading of informational text.
		Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project.
		Ex. After participating in a shared reading, select three pictures from the text with AA Students, and take turns typing about each picture, and then listen and observe as AA Students points to and reads aloud the finished product.

Fourth Grade English Language Arts Standards: *Writing*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Range of Writing		**AA Students will:**
W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	**EEW.4.10.** Write routinely for a variety of tasks, purposes, and audiences.	**EEW.4.10.** Write routinely with elaboration for a variety of tasks, purposes, and audiences.
		Ex. Write a note using descriptive words to include in the home-school notebook.
		Ex. Send an e-mail to a friend that includes descriptive adjectives or other details about a recent activity.
		EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences.
		Ex. Write a note to include in the home-school notebook.
		Ex. Send an e-mail to a friend.
		Ex. Write labels to go with a display for a group research project.
		EEW.4.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences.
		Ex. Using a preprogrammed word bank and alphabet access on the computer, write a note to include in the home-school notebook.
		Ex. Using a template with steps to follow, send an e-mail to a friend.

Fourth Grade English Language Arts Standards: *Writing*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Range of Writing		**AA Students will:**
audiences.		Ex. With guidance and support, write labels to go with a display for a group research project.
		EEW.4.10. With guidance and support, communicate routinely for a variety of purposes and audiences.
		Ex. Use a multiple message voice output device as the teacher writes the message and rereads it aloud as the student observes and listens.
		Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell how they feel, as the partner writes it down and then rereads it aloud as the student observes and listens.

Fourth Grade English Language Arts Standards: *Speaking and Listening*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Comprehension and Collaboration		**AA Students will:**
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and	**EESL.4.1.a.** Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges. a. Contribute ideas from prior knowledge and experience during discussions about text.	**EESL.4.1.a.** Initiate conversations about text drawing upon prior knowledge and experience. Ex. Before rereading a familiar poem with a small group, initiate comment on the poem (e.g., The student says, "I like. Think about grandma."). Ex. During a literature circle discussion of a book read by the entire group, initiates a conversation (e.g., The student says about a favorite character, "Man is good." "Story made me happy.") Ex. While working with a group on a project, point to an illustration in text and use a multiple message communication system (e.g., The student uses the system to say, "I see it. Museum. Big, Big, Big."). **EESL.4.1.a.** Contribute ideas from prior knowledge and experience during discussions about text. Ex. Recall an idea about the sun from a trip to the planetarium that would add to the discussion about our solar system. Ex. Recall an idea from reading about hurricanes that would add to a discussion about natural disasters. Ex. Using switches, recall an idea from class when asked, "What did you learn in school today?" **EESL.4.1.a**. With guidance and support, contribute an idea in discussions from prior experience. Ex. With guidance and support such as, "Today, we are going to talk about healthy foods. Fruit is a healthy food. What fruit did you put on your lunch chart yesterday?," the student says, "apple" in a conversation about healthy food. Ex. With guidance and support such as, "Look at this picture. Do you remember the dinosaur from the

Fourth Grade English Language Arts Standards: *Speaking and Listening*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Comprehension and Collaboration		**AA Students will:**
other information known about the topic to explore ideas under discussion.		museum? Was it big or small?," the student contributes, "dinosaurs big" to the group discussion of the characteristics of dinosaurs.
		EESL.4.1.a. With guidance and support, contribute an idea in a teacher-led discussion.
		Ex. With guidance and support such as, "Today, we are going to talk about healthy foods. Fruit is a healthy food. What healthy food do you eat?," the student selects a fruit from an array of choices of fruit.
		Ex. With guidance and support such as, "Today, we are going to learn about disasters. These are things like hurricanes and floods. Have you ever seen the water rise high like a flood?," the students respond "yes" or "no" with a head shake or nod, or eye gaze to look at the appropriate card that indicates yes or no.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	**EESL.4.1.b.** Take turns in discussions with others.	**EESL.4.1.b.** Take turns in a range of collaborative discussions with others (e.g., one-on-one, large and small groups, and teacher-led).
		Ex. Attend to the teacher in a one-on-one interaction until the teacher is finished; then, add own comments signaling when finished by making eye contact; and then, waiting again for teacher to finish.
		Ex. Attend to another member of a small group until peer is finished; then, add own comments and wait for another peer to finish before adding more.
		EESL.4.1.b. Take turns in discussions with others.
		Ex. Address comments to peers when taking turns in a structured activity.
		Ex. Wait for a peer to finish speaking before adding own comments through two cycles of turns.
		EESL.4.1.b. With guidance and support, take turns in structured discussions with others.
		Ex. When the teacher is the partner and deliberately reminds students, "Wait until I am finished," wait to add comments until after the teacher is finished.
		Ex. When engaged in structured small group interaction with a talking stick being passed from one member to another, listen while others talk and only speak when the talking stick is in their hands.
		EESL.4.1.b. Participate in discussions.
		Ex. Respond to peers' communications to them by looking in the direction of the speaker and nodding.
		Ex. Use a single message voice output device to say, "Who has more to say?" during a group discussion.
		Ex. Use a sequenced message device to participate in an interaction about an activity in the classroom using social scripts.

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Comprehension and Collaboration		**AA Students will:**
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**EESL.4.1.c.** Ask and answer questions about information presented by others.	**EESL.4.1.c.** Ask and answer questions about information presented by others and to clarify points in the discussion. Ex. Ask, "Did that really happen?" in response to peer telling a story about seeing a tomato bigger than a basketball. When peer says "No, but do you think it could?," the student responds. Ex. Answer the question, "How big was the tomato?" after a peer tells a story about seeing a tomato bigger than a basketball. Then, the student asks, "Is that real?" **EESL.4.1.c.** Ask and answer questions about information presented by others. Ex. Responds to teacher's question about peer's story, "Are most tomatoes bigger than a basketball?" with "No!" When teacher says, "What do you want to know?," the student says, "Is that real?" Ex. After a peer completes a class presentation about a state hero, ask, "What happened to him?" The peer says, "He won the war. Do you remember the name of the war?," students answer. **EESL.4.1.c.** Ask and answer questions about the topic. Ex. While looking at a picture of the big tomato a classmate is sharing, ask, "Can you eat it?" Ex. While looking at a picture from a peer's class presentation about a state hero such as a fireman, point to the picture of the hose when asked, "Where is the hero's tools/equipment?" **EESL.4.1.c.** With guidance and support, answer questions about the topic. Ex. While looking at a picture of the big tomato a classmate is sharing, the teacher asks, "What do you do with a tomato?," point to *eat* as a correct answer. Ex. While looking at a picture from a peer's class presentation about a state hero such as a fireman, point to the picture of the hose when asked, "Where is the hero's tools/equipment?"
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**EESL.4.1.d.** Identify the key ideas of the discussion.	**EESL.4.1.d**. Identify and respond to the key ideas of the discussion and explain own ideas. Ex. Respond to questions to identify key ideas in a discussion (e.g., When a peer stops talking, the teacher asks, "What was she telling us about?" The student responds, "Farmer's market. Big tomato." Then, the teacher asks, "What do you think?" The student responds, "Is it real?"). Ex. Use a multiple message communication system to identify the topic when asked, "What are we talking about?" and then say, "Tell me more."

Fourth Grade English Language Arts Standards: *Speaking and Listening*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Comprehension and Collaboration		AA Students will:
		EESL.4.1.d. Identify the key ideas of the discussion. Ex. Use a voice output system to say, "big, tomato, farm market." Ex. Point to an illustration in a science textbook to identify the topic of a discussion. Ex. Say, "the characters" when asked, "What part of the book are we talking about?" **EESL.4.1.d**. Identify one idea presented in the discussion. Ex. Point to or eye gaze to a picture of the big tomato from an array of pictures of various vegetables. Ex. Use multiple message voice output device to select a symbol that represents one idea in a discussion. **EESL.4.1.d**. With guidance and support, identify the topic of the discussion. Ex. Select from two illustrations showing topics of the discussion (e.g., When the teacher says, "We are talking about Amy's trip to the farmer's market. What did she say she saw?" Then, holds up and labels two pictures, the student eye gazes to the picture of the tomato.). Ex. During a small group literature circle discussion, point to the appropriate book when a peer holds up two books and asks, "What book are we talking about?"
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EESL.4.2.** Identify the main idea of a text presented through diverse media.	**EESL.4.2.** Identify the main idea and supporting details of a text presented through diverse media. Ex. After seeing a video clip of a pumpkin growing in slow motion, state main idea, "pumpkins grow in stages" and supporting details (e.g., seed, stem, and roots, flower, pumpkin). Ex. After listening to a peer read a text that is projected on an interactive whiteboard, identify the main idea from choices presented at the end of the book, and select from an array of details those that come from the book. **EESL.4.2.** Identify the main idea of a text presented through diverse media. Ex. After listening to a peer read a text that is projected on an interactive whiteboard, identify the main idea from choices presented at the end of the book. Ex. After seeing a video clip of a pumpkin growing in slow motion, state main idea, "pumpkins grow in stages." Ex. After seeing a video clip of a pumpkin growing in slow motion, use a multiple message voice output device to say, "pumpkins grow."

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Comprehension and Collaboration		AA Students will:
		EESL.4.2. Identify details from a text presented through diverse media. Ex. After seeing a video clip of a pumpkin growing in slow motion, identify details from the video (e.g., seed, stem, leaves, pumpkin). Ex. After listening to a peer read a text that is projected on an interactive whiteboard, sort pictures into boxes of those that are details from the story and those that are not. **EESL.4.2.** With guidance and support, identify the topic of a text presented through diverse media. Ex. After watching with focused attention to a video clip of showing a pumpkin growing in slow motion, point to a picture of a pumpkin from an array of choices when asked, "What was that movie about?" Ex. After listening to a peer read a text that is projected on an interactive whiteboard, point to a picture from an array that represents the topic of the book.
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	**EESL.4.3.** Identify a point that the speaker makes.	**EESL.4.3.** Identify points that the speaker makes. Ex. Differentiate points that the speaker made from points he or she did not make when given choices (e.g., After watching the movie or hearing the first chapter of *Charlotte's Web*, uses a T-graph to show the points that Fern made to her father to show why Wilbur should be saved versus points her father makes to get rid of the pig.). Ex. Given a list of points with symbol support as needed, highlight each of the points the speaker makes while the speaker is speaking. **EESL.4.3.** Identify a point that the speaker makes. Ex. Restate in a word or two a point the speaker makes on the topic (e.g., states a reason Fern used to convince her father to keep Wilbur). Ex. After listening to a peer present to the class, identify two things the peer said from a list presented with partner-assisted scanning (e.g., The peer reads each item in the list and the student says, "yes" or "no" to indicate if the item was part of what peer said in presentation). **EESL.4.3.** With guidance and support, repeat one point a speaker makes. Ex. Repeat a phrase the speaker has said when asked (e.g., The student points to a picture of one of the messages Charlotte puts on her web, such as "some pig", when asked, "What did Charlotte say that saved Wilbur?"). Ex. Select a pre-stored message from an array of choices to repeat a point the speaker makes.

Fourth Grade English Language Arts Standards: *Speaking and Listening*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Comprehension and Collaboration		**AA Students will:**
		EESL.4.3. Recognize speaker. Ex. Establish eye gaze with speaker. Ex. Face toward the speaker. Ex. Nod or otherwise acknowledge the speaker. Ex. Point to speaker when asked, "Who is speaking?"

Fourth Grade English Language Arts Standards: *Speaking and Listening*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Presentation of Knowledge and Ideas		**AA Students will:**
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**EESL.4.4.** Tell a story about a personal experience with supporting details.	**EESL.4.4.** Tell a story about a personal experience with descriptive supporting details. Ex. Tell a story about getting a new puppy, including what kind of dog it is and where they got it (e.g., "We got a puppy. Lots of puppies at the pound. Little black puppy. He licked me! We took him home in a box."). **EESL.4.4.** Tell a story about a personal experience with supporting details. Ex. Using sign, tell about the puppy arriving at home, including details about the first encounter with the puppy (e.g., "We got a puppy at the store. He rode next to me in the car. He jumped on me. We played a lot."). Ex. Before writing, tell the teacher what they are going to write about (e.g., The student says, "I went to party. Grandma Red Hat party. Aunt Stephanie and me have party. I got new dress."). **EESL.4.4.** Recount a personal experience including details. Ex. Using a multiple message voice output device, select three symbols to show how he or she made the cookies (e.g., mix, cook, oven). Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting (e.g., The student says, "Shopping with mom. Shoes, DVD, lunch."). **EESL.4.4.** Identify a picture, object, or other artifact from a personal experience. Ex. Given an array of pictures, point to the appropriate picture when the teacher says, "You got a new puppy? Show me the picture of your new puppy." Ex. Given a display of class art projects, identify own project.

Fourth Grade English Language Arts Standards: *Speaking and Listening*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Presentation of Knowledge and Ideas		**AA Students will:**
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**EESL.4.5.** Add audio recordings or visuals to a presentation about a personally relevant topic.	**EESL.4.5.** Create a simple presentation about a curriculum-based topic. Ex. Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair. Ex. Select illustrations from a book read during class and give a short presentation describing each illustration and its relationship to the story. **EESL.4.5.** Add audio recordings or visuals to a presentation about a personally relevant topic. Ex. Select pictures from a family vacation, label the pictures (e.g., people's names and places) and sequence them for a presentation. Ex. Select objects from a collection (e.g., toys, rocks, videos) and select words from a multiple message communication device to go with each object to use in a presentation. **EESL.4.5.** Select pictures, objects, or artifacts or label pictures, objects, or artifacts to contribute to a simple presentation about a personally relevant topic. Ex. Working with a small group, create a presentation about a class activity (e.g., Creating a presentation about a class trip to a diamond mine, the student selects a sieve, trowel, and diamond chip for the group to include in the presentation.). Ex. Working with other family members, select pictures of members of the family to show during a presentation about family. **EESL.4.5.** Select a picture, object, or artifact from an array of options to add to a class-created presentation about a personally relevant topic. Ex. Select favorite picture of the new puppy to add to the presentation *Our Pets* created by the class. Ex. Select a favorite food item from an array to add to a class presentation *Our Favorite Things* created by the class.
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is	**EESL.4.6.** Differentiate between communication partners and contexts that call for	**EESL.4.6.** Use formal and informal language as appropriate. Ex. Upon entering the classroom, greets peers informally (e.g., "Hey!") and teachers formally (e.g., "Good morning."). Ex. During a group discussion, informally comment on a peer's remarks (e.g., "No way!") and formally offer own remarks (e.g., "I think it was the man.").

Fourth Grade English Language Arts Standards: *Speaking and Listening*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Presentation of Knowledge and Ideas		AA Students will:
appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	formal and informal communication.	**EESL.4.6.** Differentiate between communication partners and contexts that call for formal and informal communication. Ex. When asked, "Should you answer with one word right now?," respond appropriately, "yes" or "no." Ex. Upon entering the principal's office, select an appropriate message on the voice output device (e.g., The student says, "I have something to say, but it will take me a minute." And then begins to construct a formal message linking multiple symbols together.). Ex. Upon joining a group of peers at a lunch table, navigate to a page in a communication device with preprogrammed messages for friends. **EESL.4.6.** Expand upon or clarify informal language when asked to use more formal language. Ex. Restate a greeting using more formal language when asked (e.g., When asked to greet to a new person, the student says, "Hi." When the teacher says, "How else could you say that?," the student says, "Morning.") Ex. When a class guest asks if the student wants a turn and he or she selects the message "No way!," the student responds to the teacher's request to be polite by selecting the message that says, "No thanks." **EESL.4.6.** Communicate informally with others. Ex. Gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway. Ex. Use a single message voice output device to comment informally during shared reading, "No Way!"

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Conventions of Standard English		AA Students will:
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom,*	**EEL.4.1.** Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns.	**EEL.4.1.a.** Communicate using standard English with appropriate pronouns. Ex. Use correct form of possessive pronouns in context. Ex. Use possessive pronouns (e.g., *mine, my, your, his, her, our, their*). **EEL.4.1.a.** Use possessive pronouns. Ex. Respond to questions about who owns an item with a possessive pronoun. Ex. Select a possessive pronoun to complete a sentence (e.g., "The doll is ___" responds "ours" or "mine.")).

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Conventions of Standard English		**AA Students will:**
which, that) and relative adverbs (*where, when, why*).		**EEL.4.1.a.** Locate a picture or object representation related to possessive pronouns. Ex. Select a picture of a truck when asked, "What is your favorite toy?" Ex. Select another child's toy from two choices (one of which is their own toy), when asked, "Which one is his toy?" **EEL.4.1.a.** Indicate possession. Ex. Reach for or indicate their own toy when given two choices. Ex. Hand other children their toys upon request (e.g., "Please give Darren his toy truck.").
b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking)* verb tenses.	**EEL.4.1.b.** N/A	
c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	**EEL.4.1.c.** N/A	
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	**EEL.4.1.d.** Use comparative and superlative adjectives to describe people or objects.	**EEL.4.1.d.** Use comparative and superlative adjectives to compare two or more objects or people. Ex. Organize three objects based on size and label them as small, smaller, smallest. Ex. Identify the tallest and shortest person in the classroom. **EEL.4.1.d.** Use comparative and superlative adjectives to describe people or objects. Ex. Use a superlative to describe a choice of objects (e.g., "Can I have the biggest one?"). Ex. Describe a snack and says, "This one is the best." **EEL.4.1.d**. Use adjectives to describe familiar objects. Ex. Point to the color blue to describe a backpack. Ex. Says "big" to describe the ball in physical therapy. **EEL.4.1.d.** Recognize objects based on simple descriptions. Ex. The teacher asks the child, "Can you give me the red one?"

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Conventions of Standard English		AA Students will:
		Ex. Child is asked to sit in the big chair.
e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*[*sic*]	**EEL.4.1.e.** Use common prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *by*, *with*).	**EEL.4.1.e**. Use common prepositions (e.g., *to, from, in, out, on, off, by, with*) in phrases and sentences. Ex. Describe the position of an item in an activity using a preposition in a statement that includes item + preposition + location. Ex. Direct someone to put the put something in his backpack saying, "Put it in my bag." **EEL.4.1.e.** Use common prepositions (e.g., *to, from, in, out, on, off, by, with*). Ex. When asked to describe the position of an item, accurately state that it is "in". Ex. When asked to clarify if the card is from a friend or to a friend, respond with the appropriate preposition. **EEL.4.1.e.** Demonstrate understanding of common prepositions. Ex. Turns *off* the light when asked. Ex. Puts the cup *by* the sink. **EEL.4.1.e.** With guidance and support, follow simple directions that include prepositions. Ex. Put a book *in* the bag when asked. Ex. Put books *on* the shelf. Ex. Collect papers *from* other students. Ex. Give materials *to* other students. Ex. Point to or look at the object in the appropriate location depending on the preposition given. (e.g., "Look at the book on the table.").
f. Correctly use frequently confused words (e.g., to, too, two; there, their). *[*sic*]	**EEL.4.1.f.** Communicate using grammatically complete utterances.	**EEL.4.1.f.** Communicate using complete simple sentences. Ex. Communicate a preference using a complete sentence (e.g., "I like to go to school."). **EEL.4.1.f.** Communicate using grammatically complete utterances. Ex. Communicate the answers to questions using grammatically complete utterances (e.g., "Go to school."). **EEL.4.1.f.** Links two or more words together in communication. Ex. Communicate a desire using two words together (e.g., "go home" or "want more.").

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Conventions of Standard English		**AA Students will:**
		EEL.4.1.f. Communicates choices. Ex. Presented with two choices and asked, "Which would you like?," say "that" or indicate choice.
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	**EEL.4.2.** Demonstrate capitalization, end punctuation, and spelling when communicating. a. Capitalize the first word in a sentence.	**EEL.4.2.a.** Capitalize the first word in a sentence in own writing. Ex. Use shift or caps lock to capitalize the first letter in sentence in own writing. **EEL.4.2.a.** Capitalize the first word in a sentence. Ex. The teacher is writing the morning message and stops to ask, "How do I start?" The student responds, "Start with a capital letter." **EEL.4.2.a.** With guidance and support, indicate that the first word in a sentence must be capitalized. Ex. The teacher is writing the morning message and stops to ask, "What do I need to do to that first word in the sentence?" The student responds, "Capital." **EEL.4.2.a.** With guidance and support, indicate a letter that is capitalized. Ex. Recognize the first letter in their name when it is capitalized. Ex. Given two choices, identify (pointing, eye gaze, etc.) the capital letter.
b. Use commas and quotation marks to mark direct speech and quotations from a text.	**EEL.4.2.b.** N/A	
c. Use a comma before a coordinating conjunction in a compound sentence.	**EEL.4.2.c.** N/A	
d. Spell grade-appropriate words correctly, consulting references as needed.	**EEL.4.2.d.** Spell words phonetically, drawing on knowledge of letter-sound relationships,	**EEL.4.2.d.** Spell most words correctly with full phonetic representations of misspelled words. Ex. Write a short message with 8/10 words spelled correctly and the remaining two words spelled phonetically with all sounds represented. **EEL.4.2.d.** Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Conventions of Standard English		**AA Students will:**
	and/or common spelling patterns.	Ex. Use letter tiles to spell words phonetically.
		EEL.4.2.d. Identify the consonant to represent the initial phoneme in familiar words.
		Ex. Use letter tiles to indicate the beginning consonant of a familiar word.
		Ex. Use letter tiles to indicate the beginning sound of a familiar word (e.g., selects either *c* or *k* as the first sound in the word, *cat*).
		EEL.4.2.d. Identify letter names.

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Knowledge of Language		**AA Students will:**
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. *[sic]*	**EEL.4.3.** Use language to convey meaning when writing or communicating. a. Use language to express emotion.	**EEL.4.3.a.** Use the more specific word to communicate ideas or feelings. Ex. Use specific words in place of general words to communicate (e.g., *excited* versus *happy*). Ex. Use words that are more precise about feelings (e.g., *cool* versus *cold*). **EEL.4.3.a.** Use language to express emotion. Ex. Initiates language to express an emotion related to an activity or experience. Ex. Use the appropriate words to communicate an emotion (e.g., *mad*, *sad*, *happy*). Ex. Select a word from choices to communicate emotion. Ex. Responds by using an appropriate word that expresses an emotion when asked, "How did that make you feel?" **EEL.4.3.a.** Use words, pictures, or symbols to communicate. Ex. Given a choice of two photographs, selects one to communicate an emotion. Ex. Responds by using a word that expresses an emotion when asked, "How did that make you feel?" Ex. During a shared reading activity when asked "How does <character's name> feel about this?," point to an illustration in the book that shows the character's emotion. Ex. When asked a question by the teacher, "How does that make you feel, happy, sad, or scared?," the student responds with one of the choices by pointing or gazing to a symbol or saying the word.

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Knowledge of Language		**AA Students will:**
		EEL.4.3.a. Identify words, pictures, or symbols that communicate emotions. Ex. Respond when others express happiness. Ex. Identify a picture or symbol that is used to indicate *happy*.
b. Choose punctuation for effect.*[*sic*]	**EEL.4.3.b.** N/A	
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**EEL.4.3.c.** Communicate effectively with peers and adults.	**EEL.4.3.c.** Initiate effective communications with peers and adults. Ex. Start a conversation with a peer by addressing them with a question or statements. **EEL.4.3.c.** Communicate effectively with peers and adults. Ex. Communicate reactions to statements made by others. Ex. Answer questions from peers and adults about self or joint activities. **EEL.4.3.c.** Communicate with adults. Ex. Respond when addressed by an adult. Ex. Answer questions from adults about self or current activity. **EEL.4.3.c.** Use words, pictures, symbols, or sign to communicate.

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Vocabulary Acquisition and Use		**AA Students will:**
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g.,	**EEL.4.4.** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context as a clue to guide selection of a	**EEL.4.4.a.** Use context as a clue to provide a word that completes a sentence read aloud by an adult. Ex. Provide a word to complete a sentence (e.g., The teacher reads a sentence aloud skipping one word and asks students to provide a word that completes the sentence.). **EEL.4.4.a.** Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. Ex. Select from choices a word to complete a sentence (e.g., The teacher reads a sentence aloud skipping one word and asks students to select the missing word from an array of choices.). **EEL.4.4.a.** Use context as a clue to guide selection of a word that completes a familiar sentence read aloud by an adult.

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Vocabulary Acquisition and Use		AA Students will:
definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	word that completes a sentence read aloud by an adult.	Ex. While listening to a familiar text read aloud, select an appropriate word from choices (e.g., The teacher pauses and offers choices of words that will complete the sentence. Student selects the appropriate word.).
		EEL.4.4.a. Make choices among familiar words to complete familiar sentences. Ex. Complete the sentence, "I want <missing word> for lunch." Ex. Choose a contextually correct picture to represent an answer to a question about a familiar passage.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	**EEL.4.4.b.** Use frequently occurring root words (e.g., *talk*) and the words that result when word endings are added (e.g., talked, *talking, talks*).	**EEL.4.4.b.** Use the correct version of words, adding the ending as appropriate.
		Ex. The teacher presents pages of a book they are going to write together. Each page of the book shows a picture of a boy running, but the text differs slightly on each page. The student selects the missing word for the teacher to add:
		   "The boy is (run, runs, running)."
		   "The boy can (run, runs, running)."
		   "The boy (run, runs, running)."

		EEL.4.4.b. Use frequently occurring root words (e.g., *talk*) and the words that result when word endings are added (e.g., *talked, talking, talks*). Ex. Use root word with ending to answer a question (e.g., The teacher asks the student, "What did you think?" The student says, "I liked it."). Ex. Use root word with ending to answer a questions (e.g., The teacher says, "What about Ava?" The student says, "She likes it.").
		EEL.4.4.b. Demonstrate an understanding of the plural form of common nouns. Ex. Select from two plates at snack time, finding the one that has *crackers* versus one *cracker.*
		EEL.4.4.b. Demonstrate an understanding of common nouns. Ex. Select an object, picture, or symbol that matches a common noun named by the teacher.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to	**EEL.4.4.c.** N/A	

Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Vocabulary Acquisition and Use		**AA Students will:**
find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	**EEL.4.5.** Demonstrate understanding of word relationships. a. N/A	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**EEL.4.5.b.** Use common idioms (e.g., *no way, not a chance, you bet*).	**EEL.4.5.b**. Explain the meaning of common idioms and use them appropriately. **EEL.4.5b.** Use common idioms (e.g., *no way, not a chance, you bet*). Ex. During a shared reading activity, reply "no way" in response to a repeated question in the text. Ex. During a game in P.E., raise his hand and tell another child, "High five!" in response to a good turn. Ex. Students are talking about an upcoming party and agree that they are going to "pig out" on all of the treats. **EEL.4.5.b.** Use common phrases. Ex. Combines words to produce phrases such as: *I do it, I want it, my turn, look at me.* **EEL.4.5.b.** Understand common phrases. Ex. Responds appropriately when someone says phrases such as: *your turn, take one, look at that.*
c. Demonstrate understanding of	**EEL.4.5.c.** Demonstrate	**EEL.4.5.c.** Say words that are opposites. Ex. Provide opposites during a shared writing activity using the repeated sentence, "The opposite of

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Fourth Grade English Language Arts Standards: *Language*

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Vocabulary Acquisition and Use		**AA Students will:**
words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	understanding of opposites.	<teacher inserts word> is <student provides word>." **EEL.4.5.c.**Demonstrate understanding of opposites. Ex. Match words that are opposites (e.g., hot/cold, big/little, tall/short, dirty/clean). **EEL.4.5.c.** With guidance and support, demonstrate understanding of opposites. Ex. During snack, the teacher asks the student to show which cookie is big and which is little. Ex. In a familiar story, indicate which character is big and which one is little. **EEL.4.5.c.** With guidance and support, identify an opposite. Ex. Point to ice, when shown a picture of boiling water and ice, and asked, "This is hot. Show me cold." Ex. Choose a little ball when shown a big ball and a little ball and asked to indicate the little ball.
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	**EEL.4.6.** Use domain-specific words**.**	**EEL.4.6.** Use domain-specific words and phrases. **EEL.4.6.** Use domain-specific words. Ex. Use *reading* or *book* symbol to describe a reading activity. Ex. Use *reading* or *book* symbol to signal a desire for a reading activity. **EEL.4.6.** Match domain-specific words. Ex. Match a word to informational text (e.g., activity on personal schedule.) Ex. Match a picture to a word from informational text (e.g., weather chart symbol for rain to *rain*.). **EEL.4.6.** Select a domain-specific word. Ex. Point to or indicate words or pictures related to the topic of discussion.