

Dept. of Education and
Early Development



ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 4

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Alaska English/Language Arts Standards Grade 4

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Literature
Grade Level	4
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details and examples in a text. Explain the difference between explicit and inferred information.	Explain how details and examples from the text support making inferences.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.2
	Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Apply details of a text to determine the theme of a story, drama, and poem. Define “theme” of a story, drama, and poem.	Summarize key ideas and details for the theme of a story, drama, and poem.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.3
	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).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the character, setting, and/or events in a story. Identify specific details about characters, settings, and events.	Describe a character's actions and thoughts, the setting, and events based on evidence in the text.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize words and phrases that allude to significant characters found in mythology, in a text. Know significant Greek characters and their defining characteristics.	Determine the meaning of words and phrases as they are used in a text and allude to significant characters found in mythology.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.5
	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Explain major differences between poems, drama, and prose.</p> <p>Refer to the structural elements of poems (e.g., verse, rhyme, meter), drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions), and prose (e.g., characters, settings, descriptions, dialogue) when speaking or writing about text.</p>			

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.6
	Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define vocabulary, compare, contrast, point of view, and first and third narrations. Recognize first and third narrations. Identify point of view (including first and third person narrations) in a variety of stories.	Compare the points of view from which different stories are narrated, including first and third narrations. Contrast the points of view from which different stories are narrated, including first and third person narrations.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Literature
Grade Level	4
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify story and drama in text, visually, and orally. Identify descriptions in a story or drama in text, visually, and orally. Recognize stage directions in a story/drama both in text and a visual/oral presentation.	Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.8
	(Not applicable to literature)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.9 Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify specific details that describe themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.	Compare/contrast two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.		
Identify similarities of two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.			
Identify differences of two or more themes, topics, and patterns of events in stories, myths, or traditional literature			

<p>from different cultures.</p> <p>Identify key features for comparing and contrasting themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures.</p>			
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Alaska English/Language Arts Standards Grade 4

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Literature
Grade Level	4
Standard	RL.4.10
	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as needed.	Comprehend independently in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as needed.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.1
	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Explain the difference between explicit and inferred information in a text.</p> <p>Identify details and examples when explaining what the text says explicitly and drawing inferences from the text.</p>	<p>Explain what the text says using details and examples when identifying explicit information and drawing inferences.</p>		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.2
	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Explain how the supporting details determine the main idea of a text. Summarize text.	Summarize the text using key details.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.3
	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify events, procedures, ideas, and concepts in an informational text.	<p>Explain why the events, procedures, ideas, and concepts in an informational text occurred.</p> <p>Use specific information in the text to support explanation.</p>		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.4
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.5
	Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of a text or a part of a text.			
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.			

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.6 Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define vocabulary: compare, contrast, firsthand account, and secondhand account. Describe the events or main ideas of each account.	Compare the accounts of the event or topic. Contrast the accounts of the event or topic. Describe how the focus and information provided is different in each account.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.7
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define interpret. Recognize text features of nonfiction. Read graphs, charts, diagram, timelines, etc. Recognize interactive web elements.	Explain information from charts, diagrams, graphs, timelines, animations, and interactive elements. Interpret information that is presented visually, orally, and quantitatively in text or on the Web. Explain how information presented visually, orally and quantitatively adds to a better understanding of the text or on the Web.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.8
	Explain how an author uses reasons and evidence to support particular points in a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize differences between fact and opinion. Define evidence and reason. Identify the author's reasons and evidence.	Explain how an author uses reasons to support particular points in a text and evidence to support particular points in a text.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.9
	Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify information within two texts on the same topic.	Integrate information from two texts on same topic.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Informational Text
Grade Level	4
Standard	RI.4.10
	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in an informational text key Ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as necessary.	Comprehend independently in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity with scaffolding as necessary.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards: Foundational Skills
Grade Level	4
Standard	RF.4.3.a
	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 multisyllabic words in context and out of context.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Know grade level-level phonics and word analysis skills in decoding words.	Apply grade level-level phonics and word analysis skills in decoding words.	Read accurately unfamiliar multisyllabic words in context and out of context.	
Identify syllabication patterns and root words.	Synthesize phonics and word analysis skills to decode words.		
Explain meanings of prefixes and suffixes.			
Accurately read words with Latin roots.			

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards: Foundational Skills
Grade Level	4
Standard	RF.4.4.a-c
	Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the purpose and understanding of text.	Determine the purpose for reading on-level text.	To support comprehension, read on-level text fluently and accurately and reread with fluency as necessary.	
Identify oral reading with accuracy, appropriate rate, and expression on successive readings.	Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings.	Read with accuracy, appropriate rate, and expression on successive readings.	
Identify rereading, when necessary, as a strategy when confirming or self-correcting words in text.	Confirm or self-correct word recognition and understanding by using context.		
Understand how context can help			

to confirm or self-correct word recognition.			
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Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.1.a-d
	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___); 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; b. Provide reasons that are supported by facts and details; c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>); d. Provide a concluding statement or section that reinforces or restates the opinion presented.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize facts and details. Explain organizational structures, use of linking words and phrases, purpose of concluding statement or section, writer’s purpose and point of view.	Determine how to introduce the topic or text clearly. Formulate an opinion. Organize by grouping related ideas to support the writer’s purpose. Provide reasons that are supported with facts and details.		Create an opinion piece on topics or texts, supported with reasons and information. Product should include clear introduction of topic or text, statement of opinion, strong organizational structure in which related ideas are grouped to support the writer’s purpose, reasons that are supported by facts and details, links between opinion and reasons using words

	<p>Link opinions and reasons using words and phrases (e.g., for instance, in order, in addition).</p> <p>Provide a conclusion related to the opinion presented.</p>		<p>and phrases (e.g., <i>for instance, in order to, in addition</i>), and a concluding statement or section related to the opinion presented.</p>
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Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.2.a-e
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus; c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>); d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify a topic that is clear, has related information grouped together in paragraphs and sections, that contains formatting, illustrations, and multimedia when useful in aiding comprehension, and is developed with facts, definitions, concrete details, quotations, other	<ul style="list-style-type: none"> Develop a topic that is clearly introduced. Develop related-information grouped in paragraphs and sections that contain formatting, illustrations, and multimedia when useful in aiding comprehension. 		Write informative/explanatory texts that include a topic that is clearly introduced and related information grouped in paragraphs and sections that contain formatting, illustrations, and multimedia when useful in aiding comprehension.

<p>information, and examples related to the topic.</p> <p>Identify linked ideas within categories of information using words and phrases.</p> <p>Identify precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Identify a concluding statement or section related to the information or explanation presented.</p>	<p>Develop a topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic.</p> <p>Develop linked ideas within categories of information using words and phrases.</p> <p>Develop precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Develop a concluding statement or section related to the information or explanation presented.</p>		<p>Write informative/explanatory texts that include a topic developed with facts, definitions, concrete details, quotations, other information and examples related to the topic.</p> <p>Write informative/explanatory texts that include linked ideas within categories of information.</p> <p>Write informative/explanatory texts using words and phrases, precise language and domain-specific vocabulary to inform about, or explain, the topic.</p> <p>Write informative/explanatory texts with a concluding statement or section related to the information or explanation presented.</p>
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Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.3
	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); <ul style="list-style-type: none"> a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; c. Use a variety of transitional words and phrases to develop the sequence of events; d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the narrated experiences or events.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the story elements, structure of a narrative, and use of dialogue and description to develop experiences, events or characters.	Establish a situation, a narrator and/or characters. Sequence events logically using transitional words to move the events along.		Write a narrative to develop real or imagined experiences that establishes a situation, a narrator or a character(s). Write a narrative to develop real

<p>Recognize transitional words used to develop sequence.</p>	<p>Use dialogue and description to develop experiences and events.</p>		
<p>Describe how writers use concrete and sensory details.</p>	<p>Use concrete and/or sensory details to develop experiences or events.</p>		<p>or imagined experiences that uses dialogue, descriptions, concrete and sensory details to develop experiences and events and to reveal characters.</p>
	<p>Establish conclusions aligned with sequence of events.</p>		<p>Write a narrative to develop real or imagined experiences that uses transitional words and phrases and provides a conclusion.</p>

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Content	Writing Standards K-5
Grade Level	4
Standard	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.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
	Analyze the reason for writing a piece to decide on task, purpose, and audience. Determine suitable idea development strategies and organization appropriate to task, purpose, and audience.		Produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose, and audience.

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.5
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support from peers and adults, students recognize how to plan, revise, edit, rewrite and try a new approach. Know how to edit for conventions of writing.	With guidance and support from peers and adults, students develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.6
	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With some guidance and support, use keyboarding skills, know how to use word processing to produce and publish writing, and know how to use the Internet to communicate with others.	With some guidance and support, evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.	With some guidance and support, use technology, including the Internet, to develop, revise, edit, and publish writing, to communicate and collaborate with others, and use keyboarding skills to type one page or more in a single sitting.	

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.7
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Conduct short research projects.	Conduct short research projects that investigate different aspects of a topic.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.8
	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify relevant information in a passage.	Gather relevant information from print and digital sources.		
Recall and gather relevant information from experience.	Categorize information.		
Take notes.	Distinguish between relevant and irrelevant information.		
Provide source list.			

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Content	Writing Standards K-5
Grade Level	4
Standard	W.4.9
	Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grade 4 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].”); 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.”).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research. Cite textual evidence to support analysis of what the text says explicitly.	Draw evidence from key ideas and details as support for research. Analyze key ideas and details in a text as evidence for support understanding of text. Reflect on key ideas and details in a text as evidence for support understanding of text.		

Alaska English/Language Arts Standards Grade 4

Anchor Standard	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 tasks, purposes, and audiences.
Content	Writing Standards K-5
Grade Level	4
Standard	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 audiences.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the various purposes for writing. Identify and understand the various organizational structures related to different genres or purposes for writing.	Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences and the appropriate organizational structure needed for specific audiences and purposes.	Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences.	

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Content	Speaking and Listening Standards K-5
Grade Level	4
Standard	<p>SL.4.1.a-d</p> <p>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;</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; 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; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas from reading material.	Relate information read to discussion topics.	Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts.	
Identify ways to listen effectively.	Evaluate implementation of discussion rules and roles.	Listen actively to discussions and presentations.	
Describe discussion rules and roles.	Formulate questions and responses based on comments made by others during discussion.	Follow agreed-upon rules during discussion.	
Know how to pose questions and provide feedback.			

<p>Identify key ideas presented during discussion.</p>	<p>Explain the topic using personal ideas, opinions, and reasoning.</p> <p>Think critically about ideas posed.</p> <p>Justify responses by providing evidence to support reasoning.</p>	<p>Carry out assigned roles during discussions.</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation.</p> <p>Connect comments to the remarks of others.</p> <p>Express ideas clearly.</p>	
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Alaska English/Language Arts Standards Grade 4

Anchor Standard	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Content	Speaking and Listening Standards K-5
Grade Level	4
Standard	SL.4.2
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Paraphrase information from a text presented orally from a variety of media formats including visual, quantitative, and oral.			

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Content	Speaking and Listening Standards K-5
Grade Level	4
Standard	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify a speaker's points.	Identify the reasons and evidence that support the speaker's particular points.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
Content	Speaking and Listening Standards K-5
Grade Level	4
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify a topic, a text, facts and descriptive details. Identify and recall an experience. Identify clearly pronounced and enunciated words as well as understandable pace.	Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience. Determine appropriate facts that support main ideas or themes. Determine relevant descriptive details that support main ideas or themes.	Speak clearly and in an organized manner at an understandable pace while reporting on a topic, telling a story, or recounting an experience using appropriate facts and relevant and descriptive details to support main ideas or themes.	

Alaska English/Language Arts Standards Grade 4

Anchor Standard	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Content	Speaking and Listening Standards K-5
Grade Level	4
Standard	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify main idea. Identify theme.	Determine when it is appropriate to enhance main idea or theme in audio.	Add audio recordings to enhance the development of main idea or theme in presentations. Add visual displays to enhance the development of main idea or theme in presentations.	

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Content	Speaking and Listening Standards K-5
Grade Level	4
Standard	SL.4.6
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify audience, task, and situation.	Distinguish between formal and informal speech.	Speak using formal English when appropriate to task and situation.	
Identify characteristics of formal and informal speaking.	Analyze situation to determine appropriate speech use (formal English or informal discourse).		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Content	Language Standards K-5
Grade Level	4
Standard	<p>L.4.1.a-g</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <p>a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>) appropriate to function and purpose in order to apply the conventions of English;</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses;</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions;</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);</p> <p>e. Form and use prepositional phrases;</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*;</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two, there, their</i>)*.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify relative pronouns and adverbs.	Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	
Recognize progressive verb tenses and modal auxiliaries/ helping verbs.	Use modal auxiliaries to convey various conditions.	Use modal auxiliaries to convey various conditions.	
Identify prepositional phrases.	Order adjectives according to		

Recognize fragments and run-ons.	conventional patterns.	Correct inappropriate fragments.	
Identify frequently confused words/homophones.	Correct inappropriate fragments and run-ons in sentences.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Content	Language Standards K-5
Grade Level	4
Standard	L.4.2.a-d
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ul style="list-style-type: none"> a. Use correct capitalization; b. Use commas and quotation marks to mark direct speech and quotations from a text; c. Use a comma before a coordinating conjunction in a compound sentence; d. Spell grade-appropriate words correctly, consulting references as needed.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Apply correct capitalization, punctuation, and spelling when writing.</p> <p>Use commas and quotation marks in dialogue and when quoting from a text.</p> <p>Know many of the coordinating conjunctions (e.g., <i>and</i>, <i>but</i>, <i>for</i>, <i>or</i>, <i>nor</i>, <i>so</i>, <i>yet</i>) and that they connect two or more</p>			

<p>independent clauses (grammatically complete statements, questions, or exclamations that could stand alone as full sentences).</p> <p>Use comma before a coordinating conjunction in a compound sentence.</p> <p>Recall and apply spelling rules.</p> <p>Identify and correct misspelled words.</p> <p>Know procedures for efficiently finding correct spelling.</p> <p>Consult references as needed.</p>			
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Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Content	Language Standards K-5
Grade Level	4
Standard	L.4.3.a-c
	Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases to convey ideas precisely*; b. Choose punctuation for effect*; 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).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize the conventions of language for writing, speaking, reading, and listening.	Apply knowledge of language when writing, reading, and listening.	Use knowledge of language when speaking.	
Recognize types of punctuation.	Apply knowledge of language conventions when writing, reading, and listening.	Use knowledge of language conventions when speaking.	
Recognize the fundamentals of formal and informal English.	Choose words and phrases to convey ideas precisely when writing or speaking. Choose punctuation for effect.	Use words and phrases to convey ideas precisely when speaking.	

	Differentiate between contexts that call for formal or informal English.		
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Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Content	Language Standards K-5
Grade Level	4
Standard	L.4.4.a-c
	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; <ul style="list-style-type: none"> a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify and define Greek and Latin affixes and roots. Identify common context clues (e.g., definitions, examples, restatements) in text. Use common reference materials (e.g., thesaurus, dictionary, and	Determine the meaning of unknown and multiple-meaning words by examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text) and by using common Greek and Latin affixes and roots as clues to the meanings of words (e.g.,		

<p>glossary).</p> <p>Use a pronunciation guide.</p> <p>Know how to use print and digital reference materials (e.g., dictionaries, glossaries and thesauri) to find pronunciation and determine the meaning of key words and phrases.</p>	<p><i>telegraph, photograph, autograph</i>).</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.</p>		
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Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Content	Language Standards K-5
Grade Level	4
Standard	L.4.5.a-c
	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; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define simple similes and metaphors, common idioms, adages, and proverbs. Recognize simple similes, metaphors, idioms, adages, and proverbs in context. Identify synonyms and antonyms.	Explain the meaning of simple similes and metaphors in context, common idioms, adages, and proverbs. Distinguish between synonyms/antonyms and similes/metaphors.		

Alaska English/Language Arts Standards

Grade 4

Anchor Standard	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Content	Language Standards K-5
Grade Level	4
Standard	L.4.6
	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Acquire grade appropriate general academic and domain-specific words and phrases including those that signal precise actions, emotions, states of being, and are basic to a particular topic.	Use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, states of being, and are basic to a particular topic.		