

Grade 4

ELA Standards Summary

Total Reviews	2153		<p>Breakdown by Review Type</p> <p>A pie chart titled 'Breakdown by Review Type' showing two segments. The larger segment, representing 'Keep As Is', is dark gray and accounts for 85% of the total. The smaller segment, representing 'Suggest Changes', is light gray and accounts for 15% of the total.</p>									
Keep As Is	1822	Educator 1442 Elected Official 0 Institution or Higher Education Faculty 0 K-12 Administrator 71 Member of Organization 1 Other 151 Parent/Guardian 157 Student 0										
Suggest Changes	331	Educator 300 Elected Official 0 Institution or Higher Education Faculty 0 K-12 Administrator 1 Member of Organization 0 Other 0 Parent/Guardian 30 Student 0	<p>Change Suggestions</p> <table border="1"> <tr> <td>Removed</td> <td>28</td> </tr> <tr> <td>Rewritten</td> <td>116</td> </tr> <tr> <td>Broken Up</td> <td>41</td> </tr> <tr> <td>Moved to a Different Level</td> <td>146</td> </tr> </table>		Removed	28	Rewritten	116	Broken Up	41	Moved to a Different Level	146
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Rewritten	116											
Broken Up	41											
Moved to a Different Level	146											

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.4.1a	23	92%	2	8%	1	0	0	1
ELA-Literacy.L.4.1b	22	88%	3	12%	2	0	0	1
ELA-Literacy.L.4.1c	20	80%	5	20%	3	1	0	1
ELA-Literacy.L.4.1d	22	92%	2	8%	2	0	0	0
ELA-Literacy.L.4.1e	23	92%	2	8%	2	0	0	0
ELA-Literacy.L.4.1f	23	96%	1	4%	1	0	0	0
ELA-Literacy.L.4.1g	19	76%	6	24%	3	2	1	0
ELA-Literacy.L.4.2a	23	92%	2	8%	1	1	0	0
ELA-Literacy.L.4.2b	23	96%	1	4%	1	0	0	0
ELA-Literacy.L.4.2c	22	88%	3	12%	2	1	0	0
ELA-Literacy.L.4.2d	25	100%	0	0%	0	0	0	0
ELA-Literacy.L.4.3a	23	96%	1	4%	0	0	0	1
ELA-Literacy.L.4.3b	22	88%	3	12%	2	1	0	0
ELA-Literacy.L.4.3c	19	76%	6	24%	2	1	1	2
ELA-Literacy.L.4.4a	24	96%	1	4%	0	1	0	0
ELA-Literacy.L.4.4b	23	88%	3	12%	3	0	0	0
ELA-Literacy.L.4.4c	24	100%	0	0%	0	0	0	0
ELA-Literacy.L.4.5a	23	96%	1	4%	1	0	0	0
ELA-Literacy.L.4.5b	18	75%	6	25%	5	1	0	0
ELA-Literacy.L.4.5c	24	96%	1	4%	0	1	0	0
ELA-Literacy.L.4.6	26	93%	2	7%	1	0	0	1
ELA-Literacy.RF.4.3a	20	91%	2	9%	1	1	0	0
ELA-Literacy.RF.4.4a	22	92%	2	8%	0	1	0	1
ELA-Literacy.RF.4.4b	22	92%	2	8%	1	1	0	0
ELA-Literacy.RF.4.4c	24	96%	1	4%	0	1	0	0
ELA-Literacy.RI.4.1	34	92%	3	8%	0	1	1	1
ELA-Literacy.RI.4.10	27	84%	5	16%	1	4	0	0
ELA-Literacy.RI.4.2	29	76%	9	24%	1	5	3	0
ELA-Literacy.RI.4.3	28	80%	7	20%	1	3	1	2
ELA-Literacy.RI.4.4	33	97%	1	3%	0	1	0	0
ELA-Literacy.RI.4.5	30	88%	4	12%	3	1	0	0
ELA-Literacy.RI.4.6	24	73%	9	27%	4	5	0	0
ELA-Literacy.RI.4.7	29	88%	4	12%	2	2	0	0
ELA-Literacy.RI.4.8	24	73%	9	27%	4	5	0	0
ELA-Literacy.RI.4.9	26	79%	7	21%	5	1	0	1
ELA-Literacy.RL.4.1	36	80%	9	20%	0	4	4	1
ELA-Literacy.RL.4.10	30	86%	5	14%	2	3	0	0
ELA-Literacy.RL.4.2	31	69%	14	31%	1	8	5	0
ELA-Literacy.RL.4.3	36	88%	5	12%	1	2	2	0
ELA-Literacy.RL.4.4	27	60%	18	40%	5	9	3	1

ELA-Literacy.RL.4.5	29	64%	16	36%	5	6	5	0
ELA-Literacy.RL.4.6	31	70%	13	30%	4	5	3	1
ELA-Literacy.RL.4.7	26	70%	11	30%	5	4	1	1
ELA-Literacy.RL.4.8	7	70%	3	30%	0	0	0	3
ELA-Literacy.RL.4.9	24	59%	17	41%	8	5	3	1
ELA-Literacy.SL.4.1a	17	94%	1	6%	1	0	0	0
ELA-Literacy.SL.4.1b	17	94%	1	6%	1	0	0	0
ELA-Literacy.SL.4.1c	16	94%	1	6%	1	0	0	0
ELA-Literacy.SL.4.1d	17	100%	0	0%	0	0	0	0
ELA-Literacy.SL.4.2	24	92%	2	8%	1	1	0	0
ELA-Literacy.SL.4.3	23	82%	5	18%	3	1	0	1
ELA-Literacy.SL.4.4	27	100%	0	0%	0	0	0	0
ELA-Literacy.SL.4.5	22	81%	5	19%	5	0	0	0
ELA-Literacy.SL.4.6	25	89%	3	11%	3	0	0	0
ELA-Literacy.W.4.10	26	90%	3	10%	0	1	1	1
ELA-Literacy.W.4.1a	26	93%	2	7%	1	1	0	0
ELA-Literacy.W.4.1b	26	96%	1	4%	1	0	0	0
ELA-Literacy.W.4.1c	21	81%	5	19%	2	3	0	0
ELA-Literacy.W.4.1d	24	89%	3	11%	1	1	1	0
ELA-Literacy.W.4.2a	21	72%	8	28%	3	3	2	0
ELA-Literacy.W.4.2b	23	82%	5	18%	4	1	0	0
ELA-Literacy.W.4.2c	22	81%	5	19%	4	1	0	0
ELA-Literacy.W.4.2d	26	90%	3	10%	1	2	0	0
ELA-Literacy.W.4.2e	26	90%	3	10%	1	1	1	0
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ELA-Literacy.W.4.3b	23	85%	4	15%	3	1	0	0
ELA-Literacy.W.4.3c	25	93%	2	7%	2	0	0	0
ELA-Literacy.W.4.3d	22	81%	5	19%	3	1	0	1
ELA-Literacy.W.4.3e	25	96%	1	4%	1	0	0	0
ELA-Literacy.W.4.4	27	93%	2	7%	0	1	1	0
ELA-Literacy.W.4.5	24	92%	2	8%	0	1	0	1
ELA-Literacy.W.4.6	16	59%	11	41%	3	4	1	3
ELA-Literacy.W.4.7	25	96%	1	4%	1	0	0	0
ELA-Literacy.W.4.8	21	72%	8	28%	4	3	1	0
ELA-Literacy.W.4.9a	22	88%	3	12%	3	0	0	0
ELA-Literacy.W.4.9b	20	80%	5	20%	4	0	0	1

ELA-Literacy.L.4.1a

Age appropriate.

What does this even mean? Are they to be used as question words?

ELA-Literacy.L.4.1b

Age appropriate.

What does this even mean? Is it referring to correct use of verb tenses?

ELA-Literacy.L.4.1c

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Lessons should be taught/explained on how to properly use, "can, may, or must" first.

What does this even mean? Is it referring to using these words correctly in questions?

ELA-Literacy.L.4.1d

Age appropriate,

ELA-Literacy.L.4.1e

Good, very specific.

ELA-Literacy.L.4.1f

Absolutely agree, you must speak and write proper English.

Age appropriate.

ELA-Literacy.L.4.1g

Correctly use frequently confused words (e.g., to, too, two; there, their).

Correctly use homonyms.

Please explain how you would break up the standard:

Correctly use frequently confused words (e.g., to, too, two; there, their).

Correctly use adverbs (who, whom; lady, lie)

Continued review needed at subsequent grade levels.

ELA-Literacy.L.4.2a

Use correct capitalization.

Add the parameters... (Beginning of sentence, proper nouns, etc...)

As long as expectations are age appropriate.

ELA-Literacy.L.4.2b

Quotation marks is difficult for mastery at fourth grade. Should be an introductory skill.

ELA-Literacy.L.4.2c

Use a comma before a coordinating conjunction in a compound sentence.
Include other specific parameters for use of comma in this grade level.
ELA-Literacy.L.4.2d
As long as expectations are age appropriate.
I agree with this standard, but I think access to references that show models of grade level appropriate words would be beneficial to ensure consistency in rigor.
ELA-Literacy.L.4.3a
As long as expectations are age appropriate.
There are already writing, reading, and speaking and listening standards that address this.
ELA-Literacy.L.4.3b
Choose punctuation for effect.
What does this mean? Be more specific for ways this will be used. Give parameters for punctuation use at this grade level.
As long as expectations are age appropriate.
ELA-Literacy.L.4.3c
Please explain how you would break up the standard:
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Smaller more specific increments.
Has been duplicated
There is already a speaking and listening standard that addresses this skill.
ELA-Literacy.L.4.4a
Use context clues (e.g., definitions, examples, or restatements in text) to determine the meaning of a word or phrase.
As long as expectations are age appropriate.
Very precise.
ELA-Literacy.L.4.4b
ELA-Literacy.L.4.4c
As long as expectations are age appropriate.
ELA-Literacy.L.4.5a
As long as expectations are age appropriate.
ELA-Literacy.L.4.5b
Recognize the meaning of common idioms, adages, and proverbs.
ELA-Literacy.L.4.5c

Demonstrate understanding of fourth grade appropriate words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
As long as expectations are age appropriate.
ELA-Literacy.L.4.6
As long as expectations are age appropriate.
If the students have prior knowledge and vocabulary related to the particular topic
This is already addressed in the writing standards that call for precise language.
ELA-Literacy.RF.4.3a
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multi-syllabic words in context and out of context.
Needs to be broken down more.
Ongoing throughout grade levels with increasing difficulty.
Yes I agree as written.
ELA-Literacy.RF.4.4a
Read on-level text with purpose and understanding by the end of the year.
Ongoing developing skill.
This is similar to the RL.4.10 and RI.4.10 standard.
Yes this standard should remain as written.
ELA-Literacy.RF.4.4b
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings by the end of the year.
As long as expectations are appropriate and time is allowed for development of this skill in each individual.
Very wordy. Needs to be broken down more, and explained to students what is expected, or to be done.
Yes, however some students will need more time on task for this skill.
ELA-Literacy.RF.4.4c
Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.
As long as expectations are appropriate and allow for different learning paces. This skill requires individualized time.
yes especially during fluency reads.
ELA-Literacy.RI.4.1
Please explain how you would break up the standard:
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.s
Needs specific age appropriate guidelines. Inferences should be introductory in fourth grade and mastery in 6th.
Explains to student precisely what to do.
redundant

Students are able to go back to the text for info.
Yes it is grade level appropriate.
ELA-Literacy.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 text complexity band proficiently.
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.
Standard should be rewritten, too complex.
By the end of year, read and comprehend informational texts, including history/social studies, science, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Should include specific Lexile and WCPM goals for 4th graders at end of year.
As long as expectations are appropriate and allow for student learning differences.
Clear expectations
Yes the students should be able to do this.
ELA-Literacy.RI.4.2
Determine the main idea of a text and explain how it is supported by key details.
Summarize the text using supporting details and examples from the text.
Determine the main idea of a text and explain how it is supported by key details;
summarize the text.
Please explain how you would break up the standard:
*Determine the main idea of a text *explain how it is supported by key details; summarize the text.
Please explain how you would break up the standard:
Determine the main idea of a text and explain how it is supported by key details; summarize the text. Please allow for a variety of interpretations of main idea as long as it can be justified.
Please explain how you would break up the standard:
Main idea and summarizing need to be separate standards. Although the two are related to each other, they are separate skills and both need emphasis.
Although, I feel the students should be able to use this skill, many are still struggling. Many students are struggling with the skill because, many lack effective reading proficiency.
This will provide skills needed for various subjects.
Yes it is grade level appropriate.

ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text in one's own words (paraphrase), including what happened and why, based on specific information in the text.

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.

Does this standard focus on cause and effect or go beyond that?

Please explain how you would break up the standard:

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.

The what can be based on specific facts, but allow for differences in student perception of the whys.

Helps to keep the students focused and to drill down to the main idea and allow them to prove based on facts read.

is this just a summary of events in the text?

It is redundant.

Too wordy, should be broken down more.

what type of technical text? Seems redundant and overly specific

Yes fourth graders should be able to do this.

ELA-Literacy.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text when appropriate context clues are given relevant to a grade 4 topic or subject area.

Yes fourth graders should be able to do this.

ELA-Literacy.RI.4.5

Explain the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text and why it's important to the text.

As long as it is age appropriate and allows for different interpretations.

One structure at a time, give more time for learning.

The overall structure is relevant to the students to do.

Understanding the structure of a text benefits the students as readers and writers!

ELA-Literacy.RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic

Compare and contrast a firsthand and secondhand account of the same event or topic by describing the differences in focus and the information provided.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Standard to complex needs to be more specific
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in the information provided by each account.
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences with the information provided.
As long as it is age appropriate and allows for different interpretations.
The students should be able to do this.
ELA-Literacy.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).
As long as it is age appropriate and allows for different interpretations.
I agree this is the way the information is presented to the students.
ELA-Literacy.RI.4.8
Explain how an author uses examples, reasons, and evidence to support particular points in a text.
Explain how an author uses reasons and evidence to support particular points in a text that fourth graders are interested in and understand.
Explain how an author uses reasons and evidence to support particular points in a text.
Is the goal for the students to explain how an author uses reasons and evidence or to identify which reasons and evidence and author uses to support the particular points?
Explain how an author uses reasons and evidence to support particular points in a text.
What is really being asked? Maybe breaking it down would make sense. I cannot suggest a replacement as I don't really understand the standard.
Identify how an author uses reasons and evidence to support particular points in a text.
As long as it is age appropriate and allows for different interpretations.
I agree this is similar to author's purpose.
ELA-Literacy.RI.4.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Should this be a writing standard or a reading standard?
As long as expectations are appropriate and allow for different interpretations.
Not age appropriate
This standard is a good standard for fourth grade if it is introduced in the 2-3 grade.
ELA-Literacy.RL.4.1

Please explain how you would break up the standard:

Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.

Please explain how you would break up the standard:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

This is an ongoing skill that develops depth in subsequent grade levels. It needs to be more specific by grade level.

Please explain how you would break up the standard:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Inference get should be a separate skill from providing details. This is a difficult skill on its own much less with 2 other skills included. This standard includes too many skills that need to be taught separately and then blended together.

Please explain how you would break up the standard:

Refer to details and examples in a text when explaining what the text says explicitly.

At fourth-grade, (IF THE PREVIOUS GRADE LEVEL TEACHERS AND PARENTAL SUPPORT were great previously), the students are old enough to understand this standard and exhibit their understanding of THIS standard orally and through various writing compositions.

I know because I have taught this, and in turn, I've had fourth-grade students (even SPED students) execute this perfectly.

Because it is written in teacher friendly language.

I agree

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

It is appropriate for grade level and specifies that students need to be able to actually reference details from the text.

m

Requiring the student to go back into the text for details and examples gives them a chance to check their own answers. They can prove or disprove what they have written as an answer and often times correct their own mistakes.

Students must be able to master this standard in order to be successful as a reader.

This standard allows students to do a close reading of the text and teachers are able to see whether or not students truly comprehend the text.

This standard is the "details from the text" standard. Students will be able to pull relevant details from the text to support their answers to various questions.

Using text that is explicitly written as evidence to justify responses is a necessary skill. Students should also be able to use those same details to infer and draw conclusions.

ELA-Literacy.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4 text complexity band proficiently.

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.

This statement is too complex, it needs to be simplified.

This standard should include Lexile and WCPM goals for 4-5 text complexity band. By adding number specifics teachers can more efficiently assess whether or not students are at the intended level.

At this stage it is vital for students to comprehend what is read and what is being asked.

It is grade level appropriate.

Presents clear expectations on what students should know by the end of the year.

ELA-Literacy.RL.4.2

Determine a theme of a story, drama, or poem from details in the text by summarizing the text.

Determine a theme of a story, drama, or poem from details in the text.

Summarize the text.

Please explain how you would break up the standard:

"Determine a theme of a story, drama, or poem from details in the text" should be one standard.

Another standard should address summarizing the text.

Please explain how you would break up the standard:

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Theme should be separate from summarizing. These skills are both grade appropriate but the plot that creates the summary doesn't always lend itself to the theme of the story and vice versa.

Please explain how you would break up the standard:

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

There needs to be a way to make this specific to student abilities, different students perceive differently so we need to be able to give credit for a variety of answers.

Please explain how you would break up the standard:
Separate "Determine a theme of a story, drama, or poem from details in the text" and "summarize the text."
Please explain how you would break up the standard: Theme byitself Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Summarize the text.
I agree
I like this standard because what it asks of you is in succession. First determine the theme, then summarize.
Summarizing the text scaffolds into determining the theme, so these two pieces work hand in hand to support students in understanding text.
ELA-Literacy.RL.4.3
Please explain how you would break up the standard:
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). Define "depth" for each grade level.
Please explain how you would break up the standard:
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 words, or actions).
I agree with the standard as written.
Story elements analysis allows students to connect with the text and prepares students to analyze people and environments as they move toward college and career.
This standard allows students to focus on the main character and all that they do and how their actions may impact other characters, setting or plot.
ELA-Literacy.RL.4.4
Determine the meaning of words and phrases as they are used in a text
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).
I don't why there is a specific need to include allusion to significant characters in mythology.
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). Take out the mythology.
Determine the meaning of words and phrases as they are used in a text.

Please explain how you would break up the standard:

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).

This standard is too vague. Be more specific with examples you intend for us to teach. Aside of mythology & Herculean what are the boundaries here? What are the parameters of this standard?

Please explain how you would break up the standard:

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). Is Herculean a fourth grade concept?

Please explain how you would break up the standard:

Determine the meaning of words and phrases as they are used in a text.

I agree the standard is written in student friendly terms.

It makes sure the student understands what is being read.

Students have a hard time understanding myths. Having to teach this standard takes away from the time teaching other foundational skills

very precise

ELA-Literacy.RL.4.5

Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

Please explain how you would break up the standard: not many 4th graders understand poems are introduced to poems. A thorough understanding of RL.4.4 could help but you must have a clear understanding.

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 characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Please explain how you would break up the standard:

Explain differences between poems, drama, and prose.

Please explain how you would break up the standard:

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 characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

There needs to be more emphasis on recognizing the individual components of both poetry and drama. The standard seems to indicate that it is only important that students are able to recognize that poetry and prose are different.

Please explain how you would break up the standard:

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 characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

What are the parameters for this standard? How far should a teacher go with this?

Please explain how you would break up the standard:

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 characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

There are too many elements within this one standard.

All genres are mentioned.

I agree all the elements are included in this standard.

It is important for students to know what determines different types of literature in order to help them better understand what they are reading.

Students should be able at this age to determine whether text is "poetry", prose, etc. This is a very important standard that will be useful to students as they progress in school.

ELA-Literacy.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.

Could clarification be made as to whether this refers to first and third person point of view or the personal viewpoint or perspectives of the characters?

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

I do not know how to rewrite this standard as I am unsure as to what it is asking for. Is it point of view or view point? I see it says 1st 2nd and 3rd but does it include how characters view the situations based on their life and experiences? We always have debates around this standard.

Please explain how you would break up the standard:

Compare and contrast the point of view from which different stories are narrated

Please explain how you would break up the standard:

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Maybe the concept of first/second person can be introduced in 2-3 grade, because many of the students are having difficulty distinguishing between the two in fourth grade. This is making it more difficult for them to master the skill.

Please explain how you would break up the standard:

Compare and contrast the point of view from which different stories are narrated.

I agree however, the students usually have difficulty explaining first-and third-person narrations.

I do not feel this standard is truly important. Knowing the difference between first and third person i understand but comparing and contrasting the point of view isn't something a child will need to know or be able to do until later in their academic career. There are plenty of other standards in which a student should focus on.
Very precise.
ELA-Literacy.RL.4.7
Compare and contrast 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.
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying specific descriptions and directions in the text.
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.
Standard should be rewritten with examples of specific descriptions and directions
Please explain how you would break up the standard:
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.
What is meant by "and directions in the text?"
If the expected connection is grade level appropriate.
I'm not even entirely sure what this standard is asking, the wording is not plain enough.
very precise
Yes I agree the students will be able to accomplish this task
ELA-Literacy.RL.4.8
It states it is not applicable.
Nomstandard
There is no standard.
ELA-Literacy.RL.4.9
Compare and contrast 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.
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.
Please explain how you would break up the standard:
1. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil)
2. Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Please explain how you would break up the standard:
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil etc...)
Please explain how you would break up the standard:
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.
Can we include legends, stories and myths relevant to American culture? The current offerings are heavily from different cultures with little or no exposure to American traditions and mores.
Comparison of theme and other literary elements is developmentally appropriate for fourth graders.
I agree it is usually presented to the students in this way.
I feel there should be more examples given in the (e.g.,) part.....
Not age appropriate and too vague
very precise
ELA-Literacy.SL.4.1a
ELA-Literacy.SL.4.1b
Good, very specific.
Recognizing that all student differ in levels of socialization needed for this skill.
ELA-Literacy.SL.4.1c
As long as expectations are appropriate and allow for different student interpretations that can be justified.
ELA-Literacy.SL.4.1d
As long as expectations are appropriate and allow for different student interpretations that can be justified.
Good explanation of what is expected.
ELA-Literacy.SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Standard needs to be more specific.
As long as expectations are appropriate and allow for different student interpretations that can be justified.
ELA-Literacy.SL.4.3
Identify the reasons and evidence a speaker provides to support particular viewpoints.
As long as expectations are appropriate and allow for different student interpretations that can be justified.
Good, very specific.
I like that this standard requires students to identify whereas the literary and informational reading standards ask students to explain how an author supports reasons and explanations.

Maybe my thoughts aren't so much with deleting this standard as they are with rewording it. I just do not have the correct words jumping out at this point in the standards review process.

ELA-Literacy.SL.4.4

As long as expectations are appropriate and allow for different student interpretations that can be justified.

it provides a teaching moment for the student to educate their peers on something they possible researched in many different areas.

ELA-Literacy.SL.4.5

Noting that students come in with differing levels of experience, expertise, and interest in technology.

Very good explanation.

ELA-Literacy.SL.4.6

ELA-Literacy.W.4.10

Please explain how you would break up the 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 discipline-specific tasks, purposes, and audiences.

The formal writing expectations are not age appropriate for fourth graders to master in one year. These expectations should be distributed over the course of several years. For example, it is too much to ask students to write three formal essays (narrative, lit analysis, & research simulation) as required by PARCC in three consecutive days on the performance based tests, if the writing is to be done well. Narrative could be tested in third grade, and/or research simulation could be (tested) in fifth grade.

As long as expectations are appropriate and allow for different student interpretations that can be justified.

I believe that it is not needed.

This is extremely important in developing great writing skills. The more practice the better in life. This also provides the student with the opportunity to write about something that interest them and provides them with time to research and gather details about their topic. Another way to learn.

Writing should be done daily.

ELA-Literacy.W.4.1a

Develop a written opinion piece about your favorite topic, describing in detail, your point of view as rationale for your stance on the topic

As long as expectations are appropriate and allow for different student interpretations that can be justified.

I agree the standard should remain as written.

ELA-Literacy.W.4.1b

As long as expectations are appropriate and allow for different student interpretations that can be justified.

This standard is usually presented in this way.

ELA-Literacy.W.4.1c

Link opinion and reasons using transition words and phrases.

Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition).

Link opinion and reasons using words and phrases/transition words (e.g., for instance, in order to, in addition).
As long as expectations are appropriate and allow for different student interpretations that can be justified.
Yes the students are taught this skill this way.
ELA-Literacy.W.4.1d
Please explain how you would break up the standard:
Provide a concluding statement or section related to the opinion presented.
What is meant by "or section related to the opinion presented?"
As long as expectations are appropriate and allow for different student interpretations that can be justified.
I agree.
ELA-Literacy.W.4.2a
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
Please explain how you would break up the standard:
1. Introduce a topic clearly and group related information in paragraphs and sections; 2. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Please explain how you would break up the standard:
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.
Remove "illustrations and multimedia when useful to aiding comprehension."
As long as expectations are appropriate and allow for different student interpretations that can be justified.
If the foundation is established.
Yes this skill is taught in this way.
ELA-Literacy.W.4.2b
Develop the topic with facts, definitions, concrete details and examples related to the topic.
As long as expectations are appropriate and allow for different student interpretations that can be justified. Use of quotes can be difficult for fourth graders.
If the foundation is established.
Yes students are able to do this.
ELA-Literacy.W.4.2c
Link ideas of categories of information using transitional words and phrases (e.g., another, for example, also, because).
As long as expectations are appropriate and allow for different student interpretations that can be justified.
Yes the students are taught to use transitional words in this way.

ELA-Literacy.W.4.2d

Create an informative/explanatory passage to research a topic and produce relevant and meaningful ideas and documentation in a concise manner.

Use precise language and domain-specific vocabulary to inform or explain the topic.

If foundation is established.

Yes I agree ,remain as written.

ELA-Literacy.W.4.2e

Please explain how you would break up the standard:

Provide a concluding statement or section related to the information or explanation presented.

What is meant by "or section related to the ...?"

As long as expectations are appropriate and allow for different student interpretations that can be justified.

If foundation is established.

Remain as written.

ELA-Literacy.W.4.3a

establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

As long as expectations are appropriate developmentally and allow for different student interpretations that can be justified.

It should remain as written.

ELA-Literacy.W.4.3b

Use dialogue and description to develop experiences and events and show the responses of characters to situations.

Yes it is good for that grade level.

ELA-Literacy.W.4.3c

As long as expectations are appropriate and allow for different student interpretations that can be justified.

I agree the students do use a variety of transitional words.

ELA-Literacy.W.4.3d

Use concrete words, phrases, and sensory details to convey experiences and events in depth.

Similar to w.4.2d

This skill is introductory in fourth grade and mastery is not expected until later grade levels.

Yes it is effective as written.

ELA-Literacy.W.4.3e

As long as expectations are appropriate and allow for different student interpretations that can be justified.

I agree it should remain as written.

ELA-Literacy.W.4.4

Please explain how you would break up the standard: add cursive writing back to writing standards
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
As long as expectations are appropriate and allow for different student interpretations that can be justified.
Yes it is effective as written.
ELA-Literacy.W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
With guidance and support from peers, teachers, and tutors, develop and strengthen writing as needed by planning, revising editing.
As long as expectations are appropriate and allow for different student interpretations that can be justified. Ongoing skill throughout all grade levels.
this is a standard that is already done naturally and doesn't need to be part of the written standards. Teachers guide and support students through the writing process, why do we need a standard for something that is naturally done?
This type of writing should be done at this grade level.
Yes it all a part of the writing process.
ELA-Literacy.W.4.6
Please explain how you would break up the standard:
With some guidance and support from adults, use technology, including the Internet, to produce and 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.
The keyboarding skill should be a stand alone standard.
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; .
With some guidance and support from adults, use technology, including the Internet, to produce and 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. Use well-formed cursive handwriting to compose legible writing.
With some guidance and support from adults, use technology, including the Internet, to produce and 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.
One page is difficult for students to complete in a single setting if they do not get keyboarding practice outside of the regular classroom. Is this an appropriate length for students who are just getting exposure to this level of keyboarding.
I agree providing there is a sufficient amount of technology within the school and the students are taught keyboarding skills.
I am very concerned about the availability of the required technology for each student to complete this task.

Most schools do not have the capabilities to complete this standard. From my observation the majority of students do not have the knowledge to type fluently and the teachers do not have the time needed to teach typing along with everything else that must be taught. Every classroom I have been in has anywhere from 1 to 4 computers. That is not enough for a class of 25-30 students to type up their work.
This standard is absurd. When do teachers have the ability to give each student an opportunity to write a ONE page typed paper in a single setting? In FOURTH GRADE?!
Yes providing enough technology and make sure the students are taught keyboarding
ELA-Literacy.W.4.7
As long as expectations are appropriate and allow for different student interpretations that can be justified.
Students should be able to do this.
ELA-Literacy.W.4.8
Please explain how you would break up the standard:
1. Recall relevant information from experiences or gather relevant information from print and digital sources; 2. take notes and categorize information, and provide a list of sources.
Recall relevant information from experiences or gather relevant information from print and digital sources; and take notes and categorize information.
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information using cursive writing, and provide a list of sources.
As long as expectations are appropriate and allow for different student interpretations that can be justified.
Students are able to do this.
ELA-Literacy.W.4.9a
As long as expectations are appropriate and allow for different student interpretations that can be justified.
I agree with the understanding the reading is an ongoing skill.
Students are able to do this.
ELA-Literacy.W.4.9b
As long as expectations are appropriate and allow for different student interpretations that can be justified.
This is developmentally inappropriate.
Yes students are able to do this.
Grand Total