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| Reading | | |
| LA 4.1 Students will learn and apply reading skills and strategies to comprehend text. | LA 4.1 Students will learn and apply reading skills and strategies to comprehend text. | <i>Comprehensive standards not aligned as a part of the MCREL study.</i> |
| LA 4.1.1 Knowledge of Print: Concept mastered at a previous grade level | LA 4.1.1 Concepts of Print: <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | N/A |
| LA 4.1.2 Phonological Awareness: Concept mastered at a previous grade level | LA 4.1.2 Phonological Awareness: <i>Mastered in Grade 1 and blended with other skills at this grade level.</i> | N/A |
| LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. | LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell | LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text. | RF.4.3.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. |
| LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation) | LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation). | RF.4.3.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. L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
| LA 4.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression. | LA 4.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |

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| LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension | LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style. | RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| LA 4.1.4.b Read words and phrases accurately and automatically | LA 4.1.3.c <i>Mastered in Grade 3 and blended with other skills at this grade level.</i> | RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text | LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style. | RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.a Read on-level text with purpose and understanding. |
| LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style | LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style. | RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. | LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words) | LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words). | L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). L.4.1.e Form and use prepositional phrases. L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L.3.1.b Form and use regular and irregular plural nouns. L.3.2.d Form and use possessives. |

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| <p>LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations</p> | <p>LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> | <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> |
| <p>LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words</p> | <p>LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.</p> | <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.d 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.</p> |
| <p>LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)</p> | <p>LA 4.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.</p> | <p>L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> |

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| LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary) | LA 4.1.5.e Determine meaning using reference materials. | L.4.4.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. |
| LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. | LA 4.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 4.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text | LA 4.1.6.a Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text. | 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. RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme) | LA 4.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). | RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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). |
| LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details | LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme. | RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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). |
| LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm) | LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). | L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |

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| | | <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> |
| <p>LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details</p> | <p>LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.</p> | <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> |
| <p>LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</p> | <p>LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).</p> | <p>RI.4.5 Describe 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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> |
| <p>LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)</p> | <p>LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.</p> | <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>L.4.4.d 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.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> |

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| LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks) | LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts. | RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective | LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. | RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text | LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources. | RI/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding) | LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task). | RF.4.4.a Read on-level text with purpose and understanding. |
| LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading | LA 4.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. | RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct | LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. | RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues) | LA 4.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media. | <i>Not Addressed</i> |
| LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation | LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources. | RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| LA 4.1.6.p Respond to text verbally, in writing, or artistically | LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). | W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |

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| Writing | | |
| <p>LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.</p> | <p>LA 4.2. Writing: Students will learn and apply writing skills and strategies to communicate.</p> | <p><i>Comprehensive standards not aligned as a part of the MCREL study.</i></p> |
| <p>LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p> | <p>LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> | <p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p> |
| <p>LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)</p> | <p>LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.</p> | <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| <p>LA 4.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) -Developing introductory and concluding paragraphs</p> | <p>LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</p> | <p>W.4.1.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. W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> |

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| | | <p>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.)</p> <p>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.3.b Choose punctuation for effect.</p> <p>W.4.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</p> |
| <p>LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p> | <p>LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> | <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| <p>LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others’ feedback to improve own writing</p> | <p>LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.</p> | <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| <p>LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p> | <p>LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> | <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| <p>LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)</p> | <p>LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).</p> | <p>W.4.6 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.</p> |
| <p>LA 4.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.</p> | <p>LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.</p> | <p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p> |

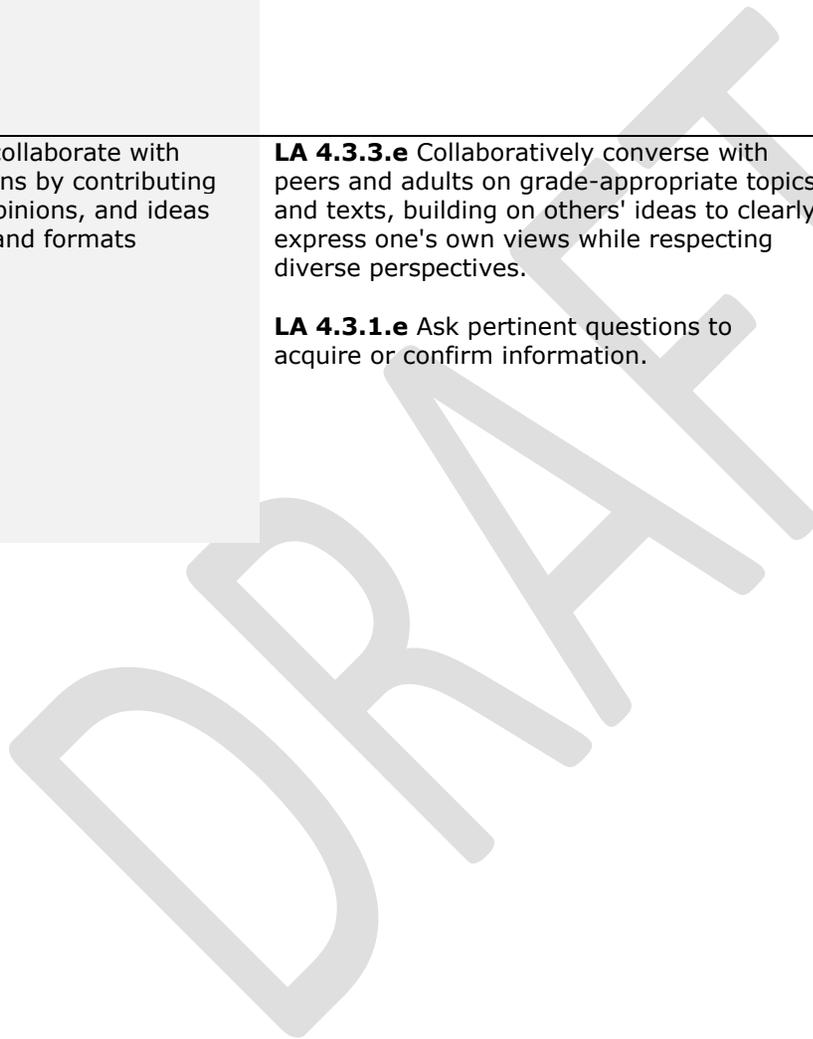
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| <p>LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p> | <p>LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <p>LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p> <p>LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> | <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |
| <p>LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind</p> | <p>LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> | <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.4.3.b Choose words and phrases to convey ideas precisely.</p> |
| | <p>LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p> | |
| | <p>LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> | |
| <p>LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)</p> | <p>LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> | <p>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> |

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| | <p>LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> <p>LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</p> <p>LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> | <p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |
| <p>LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)</p> | <p>LA 4.2.1 b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.</p> | <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |
| <p>LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece</p> | <p>LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.</p> | <p><i>Not Addressed</i></p> |

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| Speaking and Listening | | |
| <p>LA 4.3 Students will learn and apply speaking and listening skills and strategies to communicate.</p> | <p>LA 4. 3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.</p> | <p><i>Comprehensive standards not aligned as a part of the MCREL study.</i></p> |
| <p>LA 4.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.</p> | <p>LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p> | <p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p> |
| <p>LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting</p> | <p>LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> | <p>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.</p> <p>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.</p> <p>L.4.3.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).</p> |
| <p>LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations</p> | <p>LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.</p> | <p>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.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> |

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| LA 4.3.1.c Utilize available media to enhance communication(e.g., presentation software, poster) | LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. | SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| LA 4.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations. | LA 4.3.2 Listening: Students will develop and apply active listening skills across a variety of situations. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation) | LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities. | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. |
| LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information | LA 4.3.2.c Complete a task following multi-step directions. LA 4.3.1.e Ask pertinent questions to acquire or confirm information. | SL.4.1.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. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. |
| LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated | LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats. | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA 4.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills. | LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words) | LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation. | <i>Not Addressed</i> |
| LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues) | LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas. | SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. |

| 2009 NE Standards & Indicators | 2014 NE Standards & Indicators | Common Core State Standards |
|---|--|---|
| <p>LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</p> | <p>LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p> <p>LA 4.3.1.e Ask pertinent questions to acquire or confirm information.</p> | <p>SL.4.1.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.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.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.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> |



| 2009 NE Standards & Indicators | 2014 NE Standards & Indicators | Common Core State Standards |
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| Multiple Literacies | | |
| <p>LA 4.4 Multiple Literacies: Students will identify, locate, and evaluate information.</p> | <p>LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</p> | <p><i>Comprehensive standards not aligned as a part of the MCREL study.</i></p> |
| <p>LA 4.4.1 Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).</p> | <p>LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</p> | <p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p> |
| <p>LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)</p> | <p>LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> | <p>WL.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> |
| <p>LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)</p> | <p>LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).</p> | <p>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.</p> |
| <p>LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)</p> | <p>LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).</p> | <p><i>Not Addressed</i></p> |
| <p>LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)</p> | <p>LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.</p> | <p><i>Not Addressed</i></p> |

| 2009 NE Standards & Indicators | 2014 NE Standards & Indicators | Common Core State Standards |
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| LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising) | LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | <i>Not Addressed</i> |
| LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) | LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools) | LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. | W.4.6 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. |

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