



Grade 4 English Language Arts Checklist

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Related Schoolwide Learner Outcomes

I Can Use Foundational Reading Skills

Students should master the [fourth through tenth sets of 100 sight words](#) by the end of Grade 5.

- ☐ RF.4.3: I can show what I have learned about letters, sounds, and words in my reading.
- ☐ RF.4.3.A: I can read unfamiliar words that have more than one syllable.
- ☐ RF.4.4: I can fluently read and understand books at my level well.
- ☐ RF.4.4.A: I can read and understand fourth-grade texts.
- ☐ RF.4.4.B: I can read fourth-grade books and poems aloud accurately, at the right speed, and with expression.
- ☐ RF.4.4.C: I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

I Can Read Literature

The [Sora Digital Library](#) is available to all MVA students. Sora contains digital versions of print and audiobooks (literature and informational texts).

- ☐ RL.4.1: I can explain a story by referring to details and examples in the text.
- ☐ RL.4.2: I can figure out the theme of a fiction text by thinking about the details in the text.
- ☐ RL.4.2: I can summarize a fiction text in my own words.
- ☐ RL.4.3: I can use specific details in fiction text to help me describe a character, setting, or event in the story.
- ☐ RL.4.4: I can figure out the meanings of words and phrases an author uses.
- ☐ RL.4.4: I can understand words that have been created from characters found in mythology (e.g., Herculean).
- ☐ RL.4.5: I can write or talk about the differences between poems, plays, and fictional stories.
- ☐ RL.4.5: I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction.
- ☐ RL.4.6: I can compare and contrast different stories by thinking about the points of view from which they are told.
- ☐ RL.4.6: I can tell the difference between first- and third-person narrators.
- ☐ RL.4.7: I can make connections between a written text and a visual or oral presentation of the same text.

- ☐ RL.4.9: I can compare and contrast how authors from different cultures write about similar themes (e.g., good vs. evil) in stories, myths, and traditional literature.
- ☐ RL.4.9: I can compare and contrast how authors from different cultures write about patterns of events (e.g., the quest) in stories, myths, and traditional literature.
- ☐ RL.4.10: I can read and understand fourth-grade stories, plays, and poems independently.

I Can Read Informational Text

- ☐ RI.4.1: I can explain what informational text teaches me by referring to details and examples from the text.
- ☐ RI.4.1: I can draw inferences from informational texts by referring to details and examples from the text.
- ☐ RI.4.2: I can figure out the main idea in informational texts.
- ☐ RI.4.2: I can explain how the main idea in informational texts is supported by the details in the text.
- ☐ RI.4.2: I can use my own words to summarize informational texts I have read.
- ☐ RI.4.3: I can read about and explain historical events and tell why they happened using information that was given in the text.
- ☐ RI.4.3: I can read about a scientific procedure, idea, or concept and explain what and why it happened using information that was given in the text.
- ☐ RI.4.3: I can read about a technical procedure, idea, or concept and explain what and why it happened using information that was given in the text.
- ☐ RI.4.4: I can figure out the meanings of words and phrases in science and social studies texts.
- ☐ RI.4.5: I can describe the organization (e.g., time order, comparison, cause and effect, or problem and solution) of events, ideas, concepts, or information in informational texts.
- ☐ RI.4.6: I can compare and contrast the information given in a firsthand account (a person who was present) and a secondhand account (a person who was not present but was told) of the same event or topic.
- ☐ RI.4.7: I can figure out, understand and use information from charts, graphs, diagrams, timelines, animations, or other internet presentations to help me explain my understanding of informational texts.
- ☐ RI.4.8: I can explain how an author uses reasons and evidence to support particular points in informational texts.
- ☐ RI.4.9: I can use information from two different informational texts on the same topic to help me write or speak with knowledge about the topic.
- ☐ RI.4.10: I can read and understand fourth-grade informational texts independently.

I Can Write

4th-Grade Writing Prompts

- ☐ W.4.1: I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.
- ☐ W.4.1.A: I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.
- ☐ W.4.1.B: I can give reasons that are supported by facts and details when writing my opinion.
- ☐ W.4.1.C: I can connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- ☐ W.4.1.D: I can write a conclusion (ending) that is related to the opinion I present.
- ☐ W.4.2: I can write to inform/explain topics or ideas to others clearly.
- ☐ W.4.2.A: I can write an informative text that introduces my topic and then groups related information together in paragraphs or sections.
- ☐ W.4.2.A: I can include special formatting (e.g., headings), illustrations, and multimedia in my writing to help others understand my topic better.
- ☐ W.4.2.B: I can develop a topic using facts, definitions, details, quotations, or other information and examples.
- ☐ W.4.2.C: I can connect related ideas using words and phrases (e.g., another, for example, also, because).
- ☐ W.4.2.D: I can use precise wording and specific vocabulary to teach others about a topic.
- ☐ W.4.2.E: I can write a conclusion (ending) that is related to the information or explanation I present.
- ☐ W.4.3: I can write stories with good technique, detailed descriptions, and a clear sequence.
- ☐ W.4.3.A: I can provide an introduction in my stories that creates a situation, introduces a narrator and characters, and organizes a plot that unfolds naturally.
- ☐ W.4.3.B: I can use dialog and description to develop experiences and events or to show how the characters respond to different situations in the story.
- ☐ W.4.3.C: I can use different types of transitional words and phrases to help with the sequence of my story.
- ☐ W.4.3.D: I can use very specific words and phrases as well as sensory details to express experiences and events.
- ☐ W.4.3.E: I can write a conclusion (ending) that makes sense with the experiences and events I shared in my story.
- ☐ W.4.4: I can produce clear and organized writing.
- ☐ W.4.4: I can produce writing that is appropriate for my purpose, audience, and task.
- ☐ W.4.5: I can plan, revise and edit my writing with the help of peers and adults.
- ☐ W.4.6: I can use technology to create and publish my writing.
- ☐ W.4.6: I can use technology to communicate and collaborate with others.

- ☐ W.4.6: I can use appropriate keyboarding skills to type at least one page of my writing in a single setting.
- ☐ W.4.7: I can conduct short research projects to help me learn about topics through investigation.
- ☐ W.4.8: I can recall what I have learned or find new information from books or technology to help me with my research.
- ☐ W.4.8: I can take notes to help me organize the research in my writing.
- ☐ W.4.8: I can provide a list of sources that I used for gathering information for my writing.
- ☐ W.4.9: I can gather evidence from fiction or informational text to support my investigation, thinking, and research.
- ☐ W.4.9.A: I can apply all that I have learned in 4th-grade reading to writing literature texts.
- ☐ W.4.9.B: I can apply all that I have learned in 4th-grade reading to writing informational texts.
- ☐ W.4.10: I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience, and topic.

I Can Share and Listen

- ☐ SL.4.1: I can effectively participate in different types of discussions and with different people.
- ☐ SL.4.1: I can build on others' ideas and express my own ideas clearly.
- ☐ SL.4.1.A: I can come to discussions prepared to share my ideas because I have read or studied the required material.
- ☐ SL.4.1.A: I can use what I know and what I have read to explore new ideas about a topic during a discussion.
- ☐ SL.4.1.B: I can follow agreed-upon rules for discussion and carry out my assigned role.
- ☐ SL.4.1.C: I can ask and answer questions to help me understand discussions, stay on topic, and contribute to others' ideas and remarks.
- ☐ SL.4.1.D: I can think about what is discussed and explain any new thinking that I have.
- ☐ SL.4.2: I can paraphrase text that is read aloud or information that is presented to me.
- ☐ SL.4.3: I can identify the reasons or evidence that a speaker gives to support his/her points.
- ☐ SL.4.4: I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea.
- ☐ SL.4.4: I can speak clearly and at an appropriate pace when I give a report or share a story or experience.
- ☐ SL.4.4.A: I can plan and deliver a narrative presentation that relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.
- ☐ SL.4.5: I can create engaging audio recordings or visual displays to help me better explain a main idea or theme when necessary.

- ☐ SL.4.6: I can figure out when to use formal English and when it is appropriate to use informal English.

I Can Use Standard English When I Speak and Write

- ☐ L.4.1: I can show that I know how to use words correctly when I write and speak.
- ☐ L.4.1.A: I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when I write or speak.
- ☐ L.4.1.B: I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking).
- ☐ L.4.1.C: I can use auxiliary words to show different conditions (e.g., can, may, must).
- ☐ L.4.1.D: I can use the common patterns I have learned about adjectives to order them correctly in sentences.
- ☐ L.4.1.E: I can correctly write and use prepositional phrases.
- ☐ L.4.1.F: I can write complete sentences.
- ☐ L.4.1.F: I can recognize inappropriate sentence fragments and run-on sentences.
- ☐ L.4.1.G: I can correctly use commonly confused words (e.g., to, too, two; their and there).
- ☐ L.4.1.H: I can write fluidly and legibly in cursive or joined italics.
- ☐ L.4.2: I can show that I know how to write sentences correctly.
- ☐ L.4.2.A: I can correctly use capitalization in all of my writing.
- ☐ L.4.2.B: I can use commas and quotation marks to show direct speech and quotations from a text.
- ☐ L.4.2.C: I can correctly use a comma before a conjunction when connecting two simple sentences.
- ☐ L.4.2.D: I can use appropriate references to help me spell fourth-grade words.
- ☐ L.4.3: I can write, speak, read, and listen by using my knowledge of the English language.
- ☐ L.4.3.A: I can choose interesting words and phrases to help others understand my ideas better.
- ☐ L.4.3.B: I can choose various punctuation to help me show different moods in writing.
- ☐ L.4.3.C: I can figure out when I need to use formal speech and when I can use informal speech.
- ☐ L.4.4: I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read.
- ☐ L.4.4.A: I can use context clues to figure out the meanings of words or phrases.
- ☐ L.4.4.B: I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes, and roots.
- ☐ L.4.4.C: I can use print and computer reference sources to help me find the pronunciations and clarify the meanings of new words or phrases.
- ☐ L.4.5: I can show that I understand figurative language.

- ☐ L.4.5: I can figure out how words are related and how their meanings might be similar.
- ☐ L.4.5.A: I can explain the meaning of simple similes and metaphors in context.
- ☐ L.4.5.B: I can recognize and explain the meaning of common idioms, adages, and proverbs.
- ☐ L.4.5.C: I can understand words by relating them to their antonyms and synonyms.
- ☐ L.4.6: I can figure out and use fourth-grade words that show specific actions, emotions, or states of being.
- ☐ L.4.6: I can figure out and use fourth-grade words that are centered around a specific topic.