

BENCHMARK REPORT
ENGLISH LANGUAGE ARTS
GRADE 4



THE ROMAN CATHOLIC
DIOCESE OF PHOENIX

DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details</i>	Ranking	Completed
4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority	
4RL1a	Locate explicit details and examples that support the meaning of a story, drama, or poem		
4RL1b	Develop a key idea using details and examples from a story, drama, or poem		
4RL1c	Locate details and examples that support the meaning of a story, drama, or poem		
4RL1d	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
4RL1e	Infer a theme based on key details that are explicit in the text of a story, drama, or poem		
4RL1f	Create a summary of a story, drama, or poem		
4RL1g	Locate a theme that is explicit in the text of a story, drama, or poem		
4RL2	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).	Priority	
4RL2a	Describe a character in a story or drama by using specific details		
4RL2b	Describe a setting in a story or drama by using specific details		
4RL2c	Describe an event in a story or drama by using specific details		
4RL2d	Identify the main problem or conflict of a plot		
4RL2e	Identify the resolution of a problem or conflict in a plot		
4RL2f	Distinguish between major characters and minor characters		
4RL2g	Compare and contrast the characters, events, and setting in a literary selection		
Code:	Strand: <i>Craft and Structure</i>	Ranking	Completed
4RL3	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).	Supporting	
4RL3a	Identify the attributes of significant characters found in mythology		
4RL3b	Determine the meaning of words and phrases related to significant mythological characters found in a story, drama, or poem		
4RL3c	Determine the meaning of words and phrases as used in the text of a story, drama, or poem		
4RL4	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.	Priority	
4RL4a	Explain an author's use of structural elements in a poem when writing or speaking about a text		

4RL4b	Explain an author's use of structural elements in drama when writing or speaking about a text		
4RL4c	Explain an author's use of structural elements in prose when writing or speaking about a text		
4RL4d	Compare and contrast the structure of a poem, drama, and prose		
4RL4e	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
4RL4f	Recognize the different points of view from which a story, drama, or poem can be narrated		
4RL4g	Distinguish between stories, drama, or poems narrated in first-person from those narrated in third-person		
Code:	Strand: <i>Integration of Knowledge and Ideas</i>	Ranking	Completed
4RL5	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.	Priority	
4RL5a	Relate the text of a story or drama to that of a visual or oral presentation of the text		
4RL5b	Compare and contrast specific descriptions and directions in the text of a story or drama with those of a visual or oral presentation of the text		
4RL5c	Connect information and events in text to experience and to related text and sources.		
4RL5d	Compare/contrast the choices, actions and behaviors of literary characters to Catholic Christian values.		
4RL6	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.	Priority	
4RL6a	Compare and contrast similar themes and topics in stories, myths, and traditional literature from different cultures		
4RL6b	Compare and contrast similar patterns of events in stories, myths, and traditional literature from different cultures		
4RL6c	Compare and contrast classic works of literature that deal with similar topics and problems (e.g. individual and society, meaning of friendship, freedom, responsibility)		
4RL6d	Describe the historical and cultural aspects found in cross-cultural works of literature.		
4RL6e	Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection		
4RL6f	Compare and contrast the choices, actions, and behaviors of literary characters to Catholic CHristian values		
DOMAIN: Reading Standards: Foundational Skills			
Code:	Strand: <i>Phonics and Word Recognition</i>	Ranking	Completed
4RFS1	Know and apply grade-level phonics and word analysis skills in decoding words.	Supporting	
4RFS1a	Identify roots and affixes in multisyllabic words		
4RFS1b	Define the terms roots and affixes		

4RFS1c	Define common grade-level roots		
4RFS1d	Define common grade level affixes		
4RFS1e	Determine the meaning of a text by using roots and suffixes		
4RFS1f	Determine the meaning of words from a text by using letter-sound correspondence		
4RFS1g	Use syllabication to create meaning from a text		
4RFS1h	Describe ways that multisyllable words in a text can be decoded		
4RFS1i	Decode multisyllable words both in and out of the context of a text		
4RFS1j	Integrate knowledge of letter-sound correspondences, syllabication patterns, and root words and affixes to comprehend unfamiliar multisyllabic words found in a text		
Code:	Strand: <i>Fluency</i>	Ranking	Completed
4RFS2	Read with sufficient accuracy and fluency to support comprehension.	Priority	
4RFS2a	Read on-level text fluently with purpose and understanding		
4RFS2b	Read aloud grade-level prose and poems with increasing rate on successive readings		
4RFS2c	Read aloud grade-level prose and poems with increasing accuracy on successive readings		
4RFS2d	Read aloud grade-level prose and poems with increasing expression on successive readings		
4RFS2e	Use punctuation to facilitate expression while reading prose and poems aloud		
4RFS2f	Use context to determine the meaning of words in a text by rereading if necessary		
4RFS2g	Use context to self-correct words by rereading words that were misread		
4RFS2h	Use context to recognize words in a text		
4RFS2i	Use context to self-correct words that are not recognized by rereading the text		
DOMAIN: Reading Standards for Informational Text			
Code:	Strand: <i>Key Ideas and Details</i>	Ranking	Completed
4RIT1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Supporting	
4RIT1a	Locate details and examples that support the meaning of a multi paragraph informational text		
4RIT1b	Inter meaning from a text using details and examples from a multi paragraph informational text		
4RIT1c	Locate details and examples that support the explicit meaning of a multi paragraph informational text		
4RIT1d	Locate specific information by using organizational features (eg., table of contents, headings, captions, bold print, glossaries, indices, italics, key words topic sentences, concluding sentences of expository text		
4RIT1e	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text		
4RIT1f	Draw valid conclusions based on information gathered from expository text.		

4RIT1g	Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engine, signs, manuals, instructions, recipes, labels, forms).		
4RIT1h	Identify the main idea and supporting details in expository text		
4RIT1i	Summarize the main idea and critical details of expository text, maintaining chronological or logical order.		
4IT2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Priority	
4RIT2a	Develop a main idea by using key details in of a multi paragraph informational text		
4RIT2b	Cite key details to support the main idea of a multi paragraph informational text		
4RIT2c	Create a summary of a multi paragraph informational text		
4IT3	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.	Priority	
4RIT3a	Explain the causes of an event in a historical text by using specific details		
4RIT3b	Explain the outcomes of a procedure in a scientific or technical text by using specific details		
4RIT3c	Explain the development of ideas/concepts in a scientific or technical text by using specific details		
Code:	Strand: <i>Craft and Structure (CAS)</i>	Ranking	Completed
4RIT4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Supporting	
4RIT4a	Determine the meaning of academic words and phrases from an informational text		
4RIT4b	Determine the meaning of domain-specific words and phrases from an informational text		
4RIT4c	Know the meaning of Biblical vocabulary E.G. Gospel, scripture, chapter, verse)		
4RIT3	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.	Priority	
4RIT3a	Identify the structure of the events that occur in an informational text		
4RIT3b	Identify the structure of the ideas and concepts as presented in an informational text		
4RIT3c	Identify the structure of information as presented in an informational text		
4RIT4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		
4RIT4a	Analyze the information presented in a firsthand and secondhand account of the same topic from informational texts		
4RIT4b	Distinguish between a firsthand and secondhand account		
Code:	Strand: <i>Integration of Knowledge and Ideas</i>	Ranking	Completed
4RIT5	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Supporting	

4RIT5a	Analyze how information presented visually, orally, or quantitatively contributes to the meaning of an informational text		
4RIT5b	Explain how information presented visually, orally, or quantitatively contributes to the meaning of an informational text		
4RIT5c			
4RIT6	Explain how an author uses reasons and evidence to support particular points in a text.	Priority	
4RIT6a	Analyze the reasons and evidence that an author uses to support points in an informational text		
4RIT7	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Supporting	
4RIT7a	Combine information from two informational texts on the same topic in order to write or speak about its meaning		
4RIT7b	Distinguish fact from opinion in expository text.		
4RIT7c	Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.		
4RIT7d	Determine the author's position regarding a particular idea, subject, concept, or object.		
4RIT7e	Identify persuasive vocabulary (e.g., loaded/emotional words, exaggerations) used to influence readers' opinions.		
4RIT7f	Distinguish fact from opinion in expository text, using supporting evidence from text.		
4RIT7g	Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.		
4RIT7h	Compare/contrast the intended effect of an author's persuasive strategies with Catholic Christian beliefs and values.		
DOMAIN: Writing Standards			
Code:	Strand: <i>Text Types and Purposes</i>	Ranking	Completed
4W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Supporting	
4W1a	Introduce a topic or text clearly when writing an opinion piece		
4W1b	State an opinion when writing an opinion piece		
4W1c	Create an organizational structure in which related ideas are grouped to support the purpose when writing an opinion piece		
4W1d	Support reasons with facts and details when writing an opinion piece		
4W1e	Link opinions and reasons using words and phrases when writing an opinion piece		
4W1f	Write a concluding statement or section related to the opinion presented when writing an opinion piece		
4W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Priority	
4W2a	Introduce a topic when writing an informative/explanatory text		
4W2b	Group related information into paragraphs or sections when writing an informative/explanatory text		
4W2c	Use a variety of methods to aid comprehension when writing an		

	informative/explanatory text		
4W2d	Develop a topic with information and examples related to a topic when writing an informative/explanatory text		
4W2e	Link ideas within categories of information using words and phrases when writing an informative/explanatory text		
4W2f	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text		
4W2g	Write a concluding statement or section related to the information included when writing an informative/explanatory text		
4W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Supporting	
4W3a	Introduce a narrator and/or characters when writing a narrative		
4W3b	Organize an event sequence that unfolds naturally when writing a narrative		
4W3c	Orient the reader by establishing a situation when writing a narrative		
4W3d	Develop events when writing a narrative		
4W3e	Show the responses of characters to situations when writing a narrative		
4W3f	Use a variety of transitional words and phrases to manage the sequence of events when writing a narrative		
4W3g	Use precise language to convey events when writing a narrative		
4W3h	Write a conclusion that follows from the narrated events when writing a narrative		
Code:	Strand: <i>Production and Distribution of Writing</i>	Ranking	Completed
4W4	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 Writing Standards 1–3.)	Supporting	
4W4a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience		
4W4b	Continue writing letters and words in cursive.		
4W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)	Priority	
4W5a	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach		
4W6	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 two pages in a single sitting.	Supporting	
4W6	Use technology to produce and publish writing		
4W6a	Collaborate with others when producing and publishing writing		
4W6b	Display sufficient command of keyboarding skills		

4W6c	Strand: <i>Research to Build and Present Knowledge (RBK)</i>		
4W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Supporting	
4W7a	Conduct short research projects that build knowledge by investigating multiple aspects of a topic		
4W8	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.	Supporting	
4W8a	Cite references (works cited, bibliography)		
4W8b	Write a book report or review that may identify the: a. main idea b. character(s) c. setting d. sequence of events e. conflict/resolution		
4W8c	Write a response that demonstrates an understanding of a literary selection, and depending on that selection, includes: a. evidence from the text b. personal experience c. comparison to other text/media		
4W8d	Paraphrase information from a variety of sources (e.g., Internet, reference materials).		
4W8e	Organize notes in a meaningful sequence.		
4W8f	Recall relevant information from experiences to include in a short research project		
4W8g	Gather relevant information from print and digital sources to include in a short research project		
4W8h	Take notes on each source of information for use in a short research project		
4W8i	Categorize information for use in a short research project		
4W8j	Develop a list of sources for use in a short research project		
4W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Priority	
4W9a	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project		
4W9b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project		
DOMAIN: Speaking and Listening Standards			
Code:	Strand: <i>Comprehension and Collaboration</i>	Ranking	Completed
4SL1	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.	Priority	
4SL1a	Prepare for group discussion by reading or studying required material		
4SL1b	Use discussion preparation and other knowledge to articulate ideas during a group discussion		
4SL1c	Follow agreed-upon rules for a group discussion		
4SL1d	Perform assigned roles in a group discussion		
4SL1e	Clarify information by posing questions about what a speaker said during a group discussion		
4SL1f	Clarify information by responding to specific questions about what a speaker said during a group discussion		
4SL1g	Link comments to the remarks of others during a group discussion		

4SL1h	Summarize the key ideas expressed in a group discussion		
4SL1i	Explain ideas gained during a group discussion		
4SL2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Supporting	
4SL2a	Listen and respond to oral directions.		
4SL2b	Paraphrase portions of a text read aloud		
4SL2c	Listen and respond to another person in a conversation		
4SL2d	Listen and respond to a variety of media		
4SL2e	Respond appropriately to the questions of others		
4SL2f	Begin to use listening skills in problem solving		
4SL2g	Interpret questions and evaluate responses both as interviewer and interviewee		
4SL2h	Predict, clarify, analyze, and critic a speakers' information and point of view		
4SL2i	Restate and execute multi-step directions.		
4SL2j	Paraphrase portions of a text presented in diverse media and formats		
4SL3	3. Identify the reasons and evidence a speaker provides to support particular points.	Supporting	
4SL3a	Can filter unimportant information from important information		
4SL3b	Ask appropriate questions for clarifications and understanding		
4SL3c	Ask appropriate questions and respond appropriately to the questions of others		
4SL4	Identify evidence presented orally to support a particular point	Supporting	
Code:	Strand: <i>Presentation of Knowledge and Ideas</i>	Ranking	Completed
4SL5	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.	Supporting	
4SL5a	Use descriptive, accurate, language		
4SL5b	Evaluate the role of the media in focusing attention and forming opinions		
4SL5c	Recognize and respond to different types of visual media		
4SL5d	Access, view and respond to visual forms		
4SL5e	Interpret visual clues in cartoons, graphs, tables, and charts that enhance the comprehension of text		
4SL5f	Plan and present a report, using two or more visual-media		
4SL5g	Present orally on a topic or text in an organized manner by using appropriate facts and relevant details		
4SL5h	Tell a story orally in an organized manner by using appropriate facts and relevant details to support key ideas or themes		
4SL5i	Recount experiences orally with appropriate facts and relevant, descriptive details to support key ideas or themes		
4SL5j	Speak clearly at an understandable pace when making an oral presentation		

4SL6	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Supporting	
4SL6a	Develop key ideas or themes by adding audio recordings to an oral presentation		
4SL6b	Determine key ideas or themes by adding visual displays to an oral presentation		
4SL7	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 the situation. (See grade 4 Language standards 1 for specific expectations.)	Supporting	
4SL7a	Begin to distinguish tone in language		
4SL7b	Evaluate the role of media in focusing attention and forming opinions		
4SL7c	Summarize major ideas and supporting evidence presented and spoken messages and formal presentations		
4SL7d	Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information		
4SL7e	Use complete sentences when appropriate		
4SL7f	Use “I” messages to resolve conflicts		
4SL7g	Use verbal courtesies without prompting		
4SL7h	Use grammatically correct sentences with little prompting or self-correcting		
4SL7i	Follow rules of conversation in a courteous manner		
4SL7j	Express own needs and those of the groups		
4SL7k	Recite prayers, scriptural passages and literary works from memory.		
4SL7l	Readily contribute to class and/or group discussions.		
4SL7m	Participate in and/or initiate role playing and creative dramatics.		
4SL7n	Maintain the subject line in conversation.		
4SL7o	Engage in cooperative and group learning discussions.		
4SL7p	Use appropriate voice level, phrasing and intonation for given situations.		
4SL7q	Express own needs and those of the group.		
4SL7r	Retell information gathered from different sources of information.		
4SL7s	Use eye contact and appropriate gestures.		
4SL7t	Choose appropriate speed (rate) when addressing different audiences.		
4SL7u	Use language which indicates predictions or drawing conclusions.		
4SL7v	Use grammatically correct sentences with little prompting or self correcting.		
4SL7w	Present researched information relating facts, details, examples, and		

	descriptions that support a main idea.		
4SL8	Use knowledge of language and its conventions when writing, speaking, reading, or listening	Supporting	
4SL8a	Choose words and phrases to convey ideas precisely.		
4SL8b	Choose punctuation for effect.		
4SL8c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
4SL9	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Supporting	
4SL9a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
4SL9b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
4SL9c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
4SL10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Supporting	
4SL10a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
4SL10b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
4SL10c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
4SL11	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).	Supporting	
DOMAIN: Language Standards			
Code:	Strand: <i>Conventions of Standard English</i>	Ranking	Completed
4L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Priority	
4L1a	Use relative pronouns and adverbs when writing or speaking.		
4L1b	Construct progressive verb tenses.		
4L1c	Use progressive verb tenses when writing or speaking.		

4L1d	Use modal auxiliaries to convey various conditions when writing or speaking.		
4L1e	Order adjectives within sentences according to conventional patterns.		
4L1f	Construct prepositional phrases.		
4L1g	Use prepositional phrases when writing or speaking.		
4L1h	Produce complete sentences when writing or speaking.		
4L1i	Edit complete sentences for inappropriate fragments and run-ons.		
4L1j	Use frequently confused words when writing or speaking.		
4L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Supporting	
4L2a	Use correct capitalization when writing.		
4L2b	Use quotation marks and commas to mark direct speech from a text.		
4L2c	Use quotation marks and commas to mark quotations from a text.		
4L2d	Use a comma before a coordinating conjunction in a compound sentence when writing.		
4L2e	Spell grade-appropriate words correctly when writing.		
Code:	Strand: <i>Knowledge of Language</i>	Ranking	Completed
4L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	Supporting	
4L3a	Use words and phrases to convey ideas precisely when writing or speaking.		
4L3b	Use punctuation for effect when writing or speaking.		
4L3c	Differentiate between contexts that call for formal English and appropriate informal English.		
Code:	Strand: <i>Vocabulary Acquisition and Use</i>	Ranking	Completed
4L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies	Priority	
4L4a	Determine the meaning of a word or phrase by using context clues.		
4L4b	Determine the meaning of a word by using common, grade-appropriate Greek and Latin affixes and roots as clues.		
4L4c	Find the pronunciation of words by consulting reference materials.		
4L4d	Clarify the precise meaning of key words and phrases by consulting reference materials.		
4L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Supporting	
4L5a	Explain the meaning of simple similes and metaphors in context.		
4L5b	Recognize common idioms, adages, and proverbs.		
4L5c	Explain the meaning of common idioms, adages, and proverbs.		
4L5d	Relate words to their antonyms.		
4L5e	Relate words to their synonyms.		
4L6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise	Supporting	

	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).		
4L6a	Use general academic words and phrases accurately.		
4L6b	Use domain-specific words and phrases accurately.		