

# English Language Arts Grades 4-5

## PBGR

The English Language Arts (ELA) literate individual can engage with complex texts and communicate effectively with diverse audiences for a variety of purposes, clearly articulating their own point of view or message while considering its potential impact, and listening to the perspectives of others.

### Critical Proficiency

#### Reading

Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

### Critical Proficiency

#### Writing

Produce clear and coherent writing for a range of tasks, purposes, and audiences.

### Critical Proficiency

#### Speaking and Listening

Participate effectively in a range of discussions, collaborations, and presentations.

### Critical Proficiency

#### Language

Demonstrate understanding of the conventions of English, effective language use, and breadth and depth of vocabulary.

### Priority Performance Indicators

#### Foundational Skills

Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)

#### Textual Evidence

Read closely to determine what the text says explicitly and to make logical inferences from it; use quotes accurately when explaining what the text says explicitly and when drawing inferences from the text. (R.1) (R.2, 3, 9) (W.9)

#### Summary and Analysis

Summarize a text; use details from the text to determine and explain its central idea or theme; and use details from a text to discuss the connections between individuals, events, and/or ideas. (R.2, 3) (R.9)

#### Craft and Structure

Explain how specific parts of a text(s) contribute to the overall structure; explain how point of view or purpose shapes the content and style of a text(s). (R.5, 6) (R.4)

### Priority Performance Indicators

#### Production

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (i.e., opinion pieces, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)

#### Writing Process

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5) (W.1-4, 6) (L.1, 2)

#### Research

Gather relevant information from experiences and/or research to build knowledge on a topic; summarize or paraphrase information, draw evidence from literary or informational texts, and provide a list of sources. (W.7-9) (R.1, 6-9) (W.1-6) (SL.2) (L.1, 2)

### Priority Performance Indicators

#### Collaboration

Prepare for and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6, 9)

#### Comprehension and Evaluation

Summarize a text read aloud or information presented in diverse media and formats; summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.2, 3) (R.6-8) (W.8, 9)

#### Presentation

Report on a topic or text or present an opinion, sequencing ideas logically, and using facts and details to support main ideas; speak clearly at an understandable pace; add audio or visuals when appropriate; and adapt speech to task and situation. (SL.4-6) (R.1) (W.4-6, 9) (L.1)

### Priority Performance Indicators

#### Conventions

Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) (SL.6)

#### Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening; demonstrate awareness of different varieties of English; and demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3, 5) (R.4)

#### Vocabulary

Use a range of strategies to acquire and correctly use grade-appropriate general academic and domain-specific words and phrases. (L.4, 6) (R.4) (L.5)