



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow

Reading Standards for Literature (DOA.RL.4)		
STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Key Ideas and Details		
DOA.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.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).	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
Craft and Structure		
DOA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	R_ Craft and Structure <i>Language Usage</i>
DOA.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.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.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.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
Integration of Knowledge and Ideas		
DOA.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text.	
DOA.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.	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
Range of Reading and Level of Text Complexity		
DOA.RL.4.10	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.	R_ Progress with Text Complexity *ALL OF THE ABOVE KNOWLEDGE AND SKILLS

Reading Standards for Informational Text (DOA.R4.1)		
STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Key Ideas and Details		
DOA.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.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.4.3	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.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
Craft and Structure		
DOA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	R_ Craft and Structure <i>Language Usage</i>
DOA.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.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.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.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
Integration of Knowledge and Ideas		
DOA.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) and explain how the information contributes to an understanding of the text in which it appears.	
DOA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	R_ Integration of Knowledge and Ideas <i>Analyzing Arguments</i>
DOA.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
Range of Reading and Level of Text Complexity		
DOA.RI.4.10	By the end of the 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.	R_ Progress with Text Complexity *ALL OF THE ABOVE KNOWLEDGE AND SKILLS

Reading Standards for Foundational Skills (DOA.RF.4)

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
Phonics and Word Recognition		
DOA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
DOA.RF.4.3a	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.	
Fluency		
DOA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
DOA.RF.4.4a	Read on-level text with purpose and understanding.	
DOA.RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
DOA.RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Writing Standards (DOA.W.4)		
STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Text Types and Purposes		
DOA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W_ Ideas and Analysis W_ Development and Support W_ Organizing
DOA.W.4.1a	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_ Language Use and Conventions
DOA.W.4.1b	Provide reasons that are supported by facts and details.	Generating Ideas
DOA.W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	Developing and Sustaining Ideas
DOA.W.4.1d	Provide a concluding statement or section related to the opinion presented.	Organizing Ideas Communicating Ideas
DOA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
DOA.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 aiding comprehension.	W_ Ideas and Analysis W_ Development and Support W_ Organizing
DOA.W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W_ Language Use and Conventions Generating Ideas
DOA.W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Developing and Sustaining Ideas
DOA.W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Organizing Ideas Communicating Ideas
DOA.W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	
DOA.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W_ Ideas and Analysis W_ Development and Support W_ Organizing
DOA.W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W_ Language Use and Conventions
DOA.W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Generating Ideas
DOA.W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	Developing and Sustaining Ideas
DOA.W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Organizing Ideas Communicating Ideas
DOA.W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	

Production and Distribution of Writing Standards		
DOA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	E_ Production of Writing E_ Knowledge of Language <i>Text Purpose and Topic Development</i> <i>Organization</i> <i>Clarity and Style</i>
DOA.W.4.5	With guidance and support from peers and adults , develop and strengthen writing as needed by planning, revising, and editing.	
DOA.W.4.6	With some guidance and support from adults , produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.	
Research to Build and Present Knowledge Standards		
DOA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
DOA.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.	
DOA.W.4.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	W_ Ideas and Analysis W_ Development and Support W_ Organizing W_ Language Use and Conventions <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).	
DOA.W.4.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	
Range of Writing Standards		
DOA.W.4.10	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.	

Speaking and Listening Standards (DOA.SL.4)		ACT Reporting Category ACT Knowledge and Skills
STANDARDS		
Comprehension and Collaboration		
DOA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	
DOA.SL.4.1a	Come to discussions prepared; having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
DOA.SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	
DOA.SL.4.1c	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.	
DOA.SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
DOA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
DOA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	
Presentation of Knowledge and Ideas		
DOA.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.	
DOA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
DOA.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, audience, and situation.	

Language Standards (DOA.L.4)		ACT Reporting Category ACT Knowledge and Skills
STANDARDS		
Conventions of Standard English		
DOA.L.4.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	E_ Conventions of Standard English <i>Sentence Structure</i> <i>Using Conventions</i>
DOA.L.4.1a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	
DOA.L.4.1b	Form and use the progressive (e.g., <i>I was walking; I am walking, I will be walking</i>) verb tenses.	
DOA.L.4.1c	Use model auxiliaries (e.g., <i>can, may must</i>) to convey various conditions.	
DOA.L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	
DOA.L.4.1e	Form and use prepositional phrases.	
DOA.L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
DOA.L.4.1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	
DOA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E_ Conventions of Standard English <i>Punctuation and Capitalization</i>
DOA.L.4.2a	Use correct capitalization.	
DOA.L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	
DOA.L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	
DOA.L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language		
DOA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	E_ Knowledge of Language <i>Clarity and Style</i>
DOA.L.4.3a	Choose words and phrases to convey ideas precisely.	
DOA.L.4.3b	Choose punctuation for effect.	
DOA.L.4.3c	Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>).	

Vocabulary Acquisition and Use		
DOA.L.4.4	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.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
DOA.L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	
DOA.L.4.4c	Consult reference materials (e.g., <i>dictionaries</i> , <i>glossaries</i> , <i>thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
DOA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	
DOA.L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	
DOA.L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
DOA.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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	R_ Craft and Structure R_ Progress with Text Complexity Language Use