

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

Grade 4  Grade Level Content Expectation (GLCE)	Grade 4  Extended Grade Level Content Expectation (EGLCE)	Level Assessed  Classroom/LEA/ISD and/or State
<b>WORD STUDY</b>		
<b>R.WS.04.01</b> Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.	<b>R.WS.04.EG01</b> Use structural cues to recognize one-syllable words, blends, and consonant diagraphs —letter/sound —onset and rimes —whole word chunks —word families —diagraphs <i>th, ch, sh</i> .	Classroom/LEA/ISD and State
<b>R.WS.04.02</b> Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	<b>R.WS.04.EG02</b> Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.	Classroom/LEA/ISD and State
<b>R.WS.04.03</b> Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	<b>R.WS.04.EG03</b> <b>Recognize automatically grades K-2 high frequency words whether encountered in or out of context.</b>	<b>Classroom/LEA/ISD and State</b>
<b>R.WS.04.04</b> Know the meanings of words encountered frequently in grade level reading and oral language contexts.	<b>R.WS.04.EG04</b> Know the meaning of words encountered frequently in grade K-2 reading and oral language contexts.	Classroom/LEA/ISD and State
<b>R.WS.04.05</b> Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus).	<b>R.WS.04.EG05</b> Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) to recognize word —semantic context cues (including pictures) and syntactic cues to check word recognition and select best meaning.	Classroom/LEA/ISD and State

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<b>WORD STUDY</b>		
<b>R.WS.04.06</b> Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	<b>R.WS.04.EG06</b> Apply the following aspects of fluency —automatically recognize identified grade 2 high frequency words whether encountered in or out of context —read aloud using intonation, pauses and emphasis —use punctuation cues (periods and questions marks) —independently read aloud unfamiliar text	Classroom/LEA/ISD
<b>R.WS.04.07</b> Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).	<b>R.WS.04.EG07</b> <b>In context using strategies and resources, understand the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary).</b>	Classroom/LEA/ISD and State

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GRADE 4**

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<b>NARRATIVE TEXT</b>		
<b>R.NT.04.01</b> Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.	<b>R.NT.04.EG01</b> Become familiar with and respond thoughtfully to quality and culturally diverse literature.	Classroom/LEA/ISD and State
<b>R.NT.04.02</b> Identify and describe a variety of narrative genre (e.g., poetry, myths/legends, fantasy, adventure).	<b>R.NT.04.EG02</b> Begin to identify and describe a variety of genre including —realistic fiction —fantasy —folktales.	Classroom/LEA/ISD and State
<b>R.NT.04.03</b> Analyze characters' thoughts and motivation through dialogue; various character roles and functions (e.g., hero, villain, narrator); know first person point of view and conflict/resolution.	<b>R.NT.04.EG03</b> Identify simple story elements, such as - <b>problem</b> — <b>setting (time and place)</b> - <b>events</b> — <b>characters</b> — <b>sense of story events (beginning, middle, and end)</b> - <b>theme/lesson</b>	Classroom/LEA/ISD and State
<b>R.NT.04.04</b> Explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.	<b>R.NT.04.EG04</b> Identify authors' purposes, and explain how authors/ illustrators use — <b>illustrations to support story elements</b> — <b>transitional words (e.g., before, after, now, finally) to indicate a sequence of events and a sense of story.</b>	Classroom/LEA/ISD and State

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GRADE 4**

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<b>INFORMATIONAL TEXT</b>		
R.IT.04.01 Identify and explain the defining characteristics of informational genre (e.g., autobiography/biography, personal essay, almanac, newspaper).	R.IT.04.EG01 <b>Begin to identify and describe a variety of informational/functional genre including</b> —simple how-to books —personal correspondence —science and social studies magazines.	Classroom/LEA/ISD and State
R.IT.04.02 Identify and describe informational text patterns (e.g., compare/contrast, position/support, problem/solution).	R.IT.04.EG02 <b>Identify informational text patterns</b> —sequential - descriptive —enumerative.	Classroom/LEA/ISD and State
R.IT.04.03 Explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.	R.IT.04.EG03 <b>Identify authors' purposes, and explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas</b> —headings —titles —labeled photographs —illustrations —boldface type —charts.	Classroom/LEA/ISD and State

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<b>COMPREHENSION</b>		
<b>R.CM.04.01</b> Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.	<b>R.CM.04.EG01</b> Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions..	Classroom/LEA/ISD and State
<b>R.CM.04.02</b> Retell and summarize grade level appropriate narrative and informational text.	<b>R.CM.04.EG02</b> Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional texts.	Classroom/LEA/ISD and State
<b>R.CM.04.03</b> Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture).	<b>R.CM.04.EG03</b> Begin to compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Classroom/LEA/ISD and State
<b>R.CM.04.04</b> Apply significant knowledge from what is read in grade level science and social studies texts.	<b>R.CM.04.EG04</b> Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State
<b>METACOGNITION</b>		
<b>R.MT.04.01</b> Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing).	<b>R.MT.04.EG01</b> With assistance as needed, begin to self-monitor comprehension when reading grade level appropriate text, such as —predicting, —questioning, and —visualizing.	Classroom/LEA/ISD
<b>R.MT.04.02</b> Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).	<b>R.MT.04.EG02</b> Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, such as —setting purpose for reading; —using a story map or web; and —using a simple editing checklist.	Classroom/LEA/ISD

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EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

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<b>CRITICAL STANDARDS</b>		
<b>R.CS.04.01</b> Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	<b>R.CS.04.EG01</b> With assistance as needed, recognize how to assess personal work and the work of others with teacher supervision.	Classroom/LEA/ISD
<b>READING ATTITUDE</b>		
<b>R.AT.04.01</b> Be enthusiastic about reading and Learning how to read.	<b>R.AT.04.EG01</b> Be enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
<b>R.AT.04.02</b> Do substantial reading and writing on their own.	<b>R.AT.04.EG02</b> With assistance as needed, do some reading and writing during free time in school and at home.	Classroom/LEA/ISD
<b>WRITING GENRES</b>		
<b>W.GN.04.01</b> Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.	<b>W.GN.04.EG01</b> Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters.	Classroom/LEA/ISD and State
<b>W.GN.04.02</b> Write poetry based on reading a wide variety of grade level appropriate published poetry.	<b>W.GN.04.EGO2</b> With assistance as needed, begin to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD

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EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

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<b>WRITING GENRES</b>		
<b>W.GN.04.03</b> Write a comparative piece to demonstrate understanding of central Ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	<b>W. GN.04.EG03</b> Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
<b>W.GN.04.04</b> Use the writing process to produce and present a research project using a teacher-approved topic —finding and narrowing research questions —using a variety of resources —taking notes —organizing relevant information to draw conclusions.	<b>W.GN.04.EG04</b> Contribute to a class research project by adding relevant information to a class book including —gathering information from teacher-supplied materials, including electronic text and Internet —using the writing process to develop the project.	Classroom/LEA/ISD
<b>WRITING PROCESS</b>		
<b>W.PR.04.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	<b>W.PR.04.EG01</b> With assistance as needed, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text	Classroom/LEA/ISD and State
<b>W.PR.04.02</b> Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	<b>W.PR.04.EG02</b> Begin to brainstorm to generate and structure ideas for narrative, informational, and functional texts.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

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<b>WRITING PROCESS</b>		
<b>W.PR.04.03</b> Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	<b>W.PR.04.EG03</b> Write three or four connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
<b>W.PR.04.04</b> Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).	<b>W.PR.04.EG04</b> Read drafts of their work to clarify meaning and attempt some revision.	Classroom/LEA/ISD
<b>W.PR.04.05</b> Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	<b>W.PR.04.EG05</b> Edit their writing/picture by using grade appropriate resources including —a word wall —a class-developed checklist.	Classroom/LEA/ISD
<b>PERSONAL STYLE</b>		
<b>W.PS.04.01</b> Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	<b>W.PS.04.EG01</b> Begin to show originality in oral, written, and visual messages including —narrative (natural language, specific action, emotion) —informational/functional (sequence, specific vocabulary, visual representation).	Classroom/LEA/ISD and State
<b>GRAMMAR AND USAGE</b>		
<b>W.GR.04.01</b> Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	<b>W.GR.04.EG01</b> Use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Classroom/LEA/ISD and State
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<b>SPELLING</b>		

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EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

<b>W.SP.04.01</b> Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	<b>W.SP.04.EG01</b> In the context of writing, spell frequently encountered one-syllable words from common word families correctly; for other words, use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	Classroom/LEA/ISD and State
<b>HANDWRITING</b>		
<b>W.HW.04.01</b> Write neatly and legibly.	<b>W.HW.04.EG01</b> Write upper and lower case manuscript letters legibly.	Classroom/LEA/ISD
<b>WRITING ATTITUDE</b>		
<b>W.AT.04.01</b> Be enthusiastic about writing and learning to write.	<b>W.AT.04.EG01</b> Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD
<b>SPEAKING CONVENTIONS</b>		
<b>S.CN.04.01</b> Express ideas using more complex ideas.	<b>S.CN.04.EG01</b> Use common grammatical structures—subject/verb agreement, pronoun/noun agreement.	Classroom/LEA/ISD
<b>S.CN.04.02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/ invitations, cross-curricular discussions).	<b>S.CN.04.EG02</b> Explore and use language to communicate with a variety of audiences and for different purposes —requests —problem-solve —look for solutions —construct relationships —courtesies.	Classroom/LEA/ISD
<b>S.CN.04.03</b> Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	<b>S.CN.04.EG03</b> Make presentations in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
<b>S.CN.04.04</b> Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership (they can provide examples of language differences in the United States).	<b>S.CN.04.EG04</b> Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences in storybooks and the classroom).	Classroom/LEA/ISD
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<b>SPOKEN DISCOURSE</b>		
<b>S.DS.04.01</b> Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	<b>S.DS.04.EG01</b> Engage in conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.	Classroom/LEA/ISD
<b>S.DS.04.02</b> Discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	<b>S.DS.04.EG02</b> Tell/retell familiar stories (realistic fiction, fantasy, folktale) using —a problem solution pattern —appropriate story grammar —proper sequence	Classroom/LEA/ISD and State

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

	—a prop while maintaining appropriate posture and eye contact.	
<b>S.DS.04.03</b> Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.	<b>S.DS.04.EG03</b> Respond to multiple text types by reflecting, making meaning, and making connections.	Classroom/LEA/ISD and State
<b>S.DS.04.04</b> Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.	<b>S.DS.04.EG04</b> With assistance as needed, plan and deliver presentations or reports using —an informational organizational pattern (descriptive, enumerative, or sequential); —appropriate text features (pictures or illustrations); —an appropriate prop; and —providing several facts and details to make their point while maintaining appropriate posture and eye contact.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

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<b>LISTENING AND VIEWING CONVENTIONS</b>		
<b>LCN.04.01</b> Respond to questions asked of them, providing appropriate elaboration and details.	<b>LCN.04.EG01</b> Give, restate, and follow two-step directions.	Classroom/LEA/ISD and State
<b>LCN.04.02</b> Listen and interact appropriately and view knowledgeably in small and large group settings	<b>LCN.04.EG02</b> Listen to the comments of a peer and respond on topic and add a connected idea —eye contact —attentive —supportive	Classroom/LEA/ISD
<b>LCN.04.03</b> Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	<b>LCN.04.EG03</b> Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).	Classroom/LEA/ISD
<b>LCN.04.04</b> Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	<b>LCN.04.EG04</b> Experience messages from a variety of media and differentiate between sender, receiver, and message.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 4**

Grade 4  Grade Level Content Expectation (GLCE)	Grade 4  Extended Grade Level Content Expectation (EGLCE)	Level Assessed  Classroom/LEA/ISD and/or State
<b>RESPONSE</b>		
<b>L.RP.04.01</b> Listen to or view in a variety of genres and compare their responses to those of their peers.	<b>L.RP.04.EG01</b> Listen to or view and discuss a variety of genres.	Classroom/LEA/ISD and State
<b>L.RP.04.02</b> Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>L.RP.04.EG02</b> Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
<b>L.RP.04.03</b> Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	<b>L.RP.04.EG03</b> Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State
<b>L.RP.04.04</b> Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).	<b>L.RP.04.EG04</b> Combine skills to reveal strengthening literacy.	Classroom/LEA/ISD and State
<b>L.RP.04.05</b> Summarize the major ideas and evidence presented in spoken messages and formal presentations.	<b>L.RP.04.EG05</b> Retell what a speaker said by repeating the main idea and connecting with personal experiences.	Classroom/LEA/ISD and State