

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.4.L.1.1.a	4.L.1a, 4.L.1b, 4.L.1c, 4.L.1d, 4.L.1g	Identify, explain, and use relative pronouns and relative adverbs.	Identify correct noun, pronoun, verb, adjective, or adverb in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.4.L.1.2.a	4.L.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: Use correct capitalization.	Identify correctly capitalized words.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.4.L.1.2.d	4.L.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: d. Spell grade-appropriate words correctly, consulting references as needed.	Identify correctly spelled word.	L: Word of 2 letters. M: Word of 3 letters. H: Word of 4 letters.
L.4.L.2.3.a	4.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: a. Choose words and phrases to convey ideas precisely.	Identify a word when used in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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L.4.L.2.3.b	4.L.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: b. Choose punctuation for effect.	Identify correct use of punctuation.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.4.L.3.4.a	4.L.4a, 4.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word in context.	L: 4 letter word; sentence of 6 words or less read to student. M: 4 letter word; sentence of 7 words read to student. H: 4 letter word; sentence of 8 words or more read to student.
L.4.L.3.5.a	4.L.5a, 4.L.5b, 4.L.5c	Explain the meaning of simple similes and metaphors in context.	Identify the one word meaning of figurative language, synonyms, or antonyms.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RF.1.3	4.RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Identify common words.	L: Identify a word of 4-5 letters. M: Identify a word of 5-6 letters. H: Identify a word of 7 letters.

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R.4.RF.2.4.a	4.RF.4a, 4.RF.4b, 4.RF.4c	Read with sufficient accuracy and fluency to support comprehension. Sub-standard: a. Read grade-level text with purpose and understanding.	Identify a word when used in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RI.1.1	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences that student reads.
R.4.RI.1.2	4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: Two short sentences read to student.

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R.4.RI.1.3	4.RI.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.	Identify an event, idea, or step in text read to student.	L: Sentence of 6 words or less that contains an event, idea, or step read to student. M: Sentence of 7 words or more that contains an event, idea, or step read to student. H: 2 short sentences that contain an event, idea, or step read to student.
R.4.RI.2.4	4.RI.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.	Identify the meaning of a general academic or domain-specific word.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RI.2.5	4.RI.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Identify an event, idea, or information of a text.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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R.4.RI.2.6	4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Identify the speaker or an individual in text read to student.	L: Sentence of 6 words or less that contains an individual or speaker read to student. M: Sentence of 7 words or more that contains an individual or speaker read to student. H: 2 short sentences that contain an individual or speaker read to student.
R.4.RI.3.8	4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	Answer questions about a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RI.3.9	4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Answer questions about a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RL.1.1	4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences that student reads.

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R.4.RL.1.2	4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RL.1.3	4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Identify a character, setting, or event in a story read to student.	L: Sentence of 6 words or less that contains 1 character, setting, or event read to student. M: Sentence of 7 words or more that contains 1 character, setting, or event read to student. H: 2 short sentences that contain 1 character, setting, or event read to student.
R.4.RL.2.4	4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	Identify the meaning of a word.	L: Identify a one word meaning of a word of 4-5 letters. M: Identify a one word meaning of a word of 5-6 letters. H: Identify a one word meaning of a word of 7 letters.

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R.4.RL.2.6	4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Identify the narrator or a character in a story read to student.	L: Sentence of 6 words or less that contains a character or narrator read to student. M: Sentence of 7 words or more that contains a character or narrator read to student. H: 2 short sentences that contain a character or narrator read to student.
R.4.RL.3.7	4.RL.7	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.	Identify a word or words that describe an illustration, or identify an illustration when given a description of it.	L: Identify an illustration when given a two word description. M: Identify a one word description when presented an illustration. H: Identify a two word description when presented an illustration.
R.4.RL.3.9	4.RL.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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W.4.W.1.1.a	4.W.1a, 4.W.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Sub-standard: a. 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.	Identify a topic or what a text is about.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
W.4.W.1.2.a	4.W.2a, 4.W.2b, 4.W.2e	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, or fact in writing.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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W.4.W.1.3.a	4.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Sub-standard: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify a person, event, or detail in writing.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
W.4.W.2.4	4.W.4	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 standards 1–3 above.)	Trace, copy, or write own name or 2-3 words.	L: Trace first and last name, or two words. M: Copy 3 words. H: Write 3 words from dictation.
W.4.W.2.5	4.W.5	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	Identify the correct word to use in writing.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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W.4.W.3.9.a	4.W.9a, 4.W.9b, 4.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Identify a character, setting, or event in a story read to student.	L: Sentence of 6 words or less that contains 1 character, setting, or event read to student. M: Sentence of 7 words or more that contains 1 character, setting, or event read to student. H: 2 short sentences that contain 1 character, setting, or event read to student.

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

4.L.1e	4.RI.7	4.RL.5	4.W.1c	4.W.6
4.L.1f	4.RI.10	4.RL.8	4.W.1d	4.W.7
4.L.2b		4.RL.10	4.W.2c	4.W.8
4.L.2c			4.W.2d	4.W.10
4.L.3c			4.W.3b	
4.L.4c			4.W.3c	
4.L.6			4.W.3d	
			4.W.3e	