

Florida English/Language Arts Standards –4th Grade

Florida English/Language Arts Standards – 4 th Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
READING PROCESS												
Standard 4: Phonics/Word Analysis												
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.												
LA.4.1.4.1 The student will recognize knowledge of spelling patterns;	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.1.4.2 The student will use structural analysis; and	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 5: Fluency												
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.												
LA.4.1.5.1 The student will demonstrate the ability to read grade level text; and	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 6: Vocabulary Development												
The student uses multiple strategies to develop grade appropriate vocabulary.												
LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly;												
LA.4.1.6..2 The student will listen to, read, and discuss familiar and conceptually challenging text;	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words;	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.1.6.4 The student will categorize key vocabulary and identify salient features;	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.1.6.5 The student will relate new vocabulary to familiar words;												
LA.4.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud);	●●	●●	●●	●●				●●	●●		●●	●●
LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;						●			●		●	
LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context; and	●	●	●	●	●			●			●	●
LA.4.1.6.10 The student will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 7: Reading Comprehension												
The student uses a variety of strategies to comprehend grade level text.												
LA.4.1.7.1 The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);												
LA.4.1.7.2 The student will identify the authors purpose	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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(e.g., to inform, entertain, explain) in text and how an author's perspective influences text;												
LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.1.7.4 The student will identify cause-and-effect relationships in text;		●	●	●								
LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections;	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and	●	●	●	●	●	●	●●	●●	●	●●	●	●
LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LITERARY ANALYSIS												
Standard 1: Fiction												
The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful												

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response to a literary selection.												
LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;												
LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;												
LA.4.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);												
LA.4.2.1.4 The student will identify an authors theme, and use details from the text to explain how the author developed that theme;												
LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);												
LA.4.2.1.6 The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;												
LA.4.2.1.7 The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and												

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objects;												
LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and												
LA.4.2.1.9 The student will select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.												
Standard 2: Nonfiction												
The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.												
LA.4.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);												
LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;												
LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;												
LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, childrens newspapers, practical/functional texts);	●●	●●	●●	●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.2.2.5 The student will select a balance of age and	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●

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ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.												
WRITING PROCESS												
Standard 1: Prewriting												
The student will use prewriting strategies to generate ideas and formulate a plan.												
LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion) based upon teacher-directed topics and personal interests;	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.3.1.3 The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Standard 2: Drafting												
The student will write a draft appropriate to the topic, audience, and purpose.												
LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts												

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and/or opinions;												
LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 3: Revising												
The student will revise and refine the draft for clarity and effectiveness.												
LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and	●	●	●	●	●	●	●	●●	●	●●	●	●
LA.4.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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review, checklists, rubrics).												
Standard 4: Editing for Language Conventions												
The student will edit and correct the draft for standard language conventions.												
LA.4.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.3.4.2 The student will edit for correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.3.4.3 The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.3.4.4 The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.3.4.5 The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and	●	●	●	●	●	●	●	●	●	●	●	●

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LA.4.3.4.6 The student will edit for correct use of end punctuation for compound, declarative, interrogative, imperative, and exclamatory sentences.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 5: Publishing												
The student will write a final product for the intended audience.												
LA.4.3.5.1 The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.3.5.2 The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and												
LA.4.3.5.3 The student will share the writing with the intended audience.	●	●	●	●	●	●	●	●	●	●	●	●
WRITING APPLICATIONS												
Standard 1: Creative												
The student develops and demonstrates creative writing.												
LA.4.4.1.1 The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and												
LA.4.4.1.2 The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia,												

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personification), rhythm, dialogue, characterization, plot, and/or appropriate format.												
Standard 2: Informative												
The student develops and demonstrates technical writing that provides information related to real-world tasks.												
LA.4.4.2.1 The student will write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.4.2.2 The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;												
LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs;	●	●		●	●●	●●	●●		●●		●●	
LA.4.4.2.4 The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and												
LA.4.4.2.5 The student will write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.												
Standard 3: Persuasive												
The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.												

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LA.4.4.3.1 The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and												
LA.4.4.3.2 The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal).												
COMMUNICATION												
Standard 1: Penmanship												
The student engages in the writing process and writes to communicate ideas and experiences.												
LA.4.5.1.1 The student will demonstrate legible cursive writing skills.												
Standard 2: Listening and Speaking												
The student effectively applies listening and speaking strategies.												
LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.5.2.2 The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.5.2.3 The student will listen attentively to speakers and takes notes as needed to ensure accuracy of information;	●●	●	●	●	●●	●●	●	●	●●	●	●	●
LA.4.5.2.4 The student will ask questions of speakers, using appropriate tone and eye contact; and	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.5.2.5 The student will make formal and informal oral presentations for a variety of purposes, audiences, and	●	●	●	●	●	●	●	●	●	●	●	●

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occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.												
INFORMATION AND MEDIA LITERACY												
Standard 1: Informational Text												
The student comprehends the wide array of informational text that is part of our day to day experiences.												
LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Standard 2: Research Process												
The student uses a systematic process for the collection, processing, and presentation of information.												
LA.4.6.2.1 The student will select a topic for inquiry, refine a predetermined search plan;	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.6.2.2 The student will apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
LA.4.6.2.3 The student will communicate information in a report that includes main idea(s) and relevant details, with visual supports; and	●	●●	●	●	●	●	●	●	●	●	●	●
LA.4.6.2.4 The student will record basic bibliographic data												

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and present quotes using ethical practices (e.g., avoids plagiarism).												
Standard 3: Media Literacy												
The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.												
LA.4.6.3.1 The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and												
LA.4.6.3.2 The student will recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.												
Standard 4: Technology												
The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.												
LA.4.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and	●	●	●	●	●	●	●	●	●	●	●	●
LA.4.6.4.2 The student will determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.	●	●	●	●	●	●	●	●	●	●	●	●

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