

Correlations between
State of Minnesota English Language Arts
Standards for Grade Four
and
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Minnesota English/Language Arts Standards – 4th Grade

Minnesota 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
I. READING AND LITERATURE												
A. Word Recognition, Analysis, and Fluency- The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.												
1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis in grade-appropriate text.	●	●	●	●	●	●	●	●	●	●	●	●
2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression.	●	●	●	●	●	●	●	●	●	●	●	●
B. Vocabulary Expansion- The student will use a variety of strategies to expand reading, listening and speaking vocabularies.												
1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts.	●	●	●	●	●	●	●	●	●	●	●	●
3. Use dictionaries or glossaries to find the meaning of new words.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4. Use context and word structure to determine word meanings.	●	●	●	●	●	●	●	●	●	●	●	●

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5. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.												
C. Comprehension- The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.												
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Recall and use prior learning and preview text to prepare for reading.	●●	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●
3. Generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding.	●●	●●	●	●	●	●●	●●	●	●	●●	●●	●
4. Summarize and paraphrase what is read.	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
5. Infer and identify main idea and determine relevant details in non-fiction text.	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
6. Distinguish fact from opinion, determine cause and effect, and draw conclusions.	●	●	●	●	●	●	●	●	●	●	●	●
7. Demonstrate relationships between ideas or events in the texts using graphic organizers.	●	●	●	●	●	●	●	●	●	●	●	●
8. Monitor comprehension, notice when reading breaks down and use strategies to self-correct.	●	●	●	●	●	●	●	●	●	●	●	●

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9. Follow multiple-step written instructions.	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
10. Compare and contrast information on the same topic from two sources.	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
D. Literature - The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.												
1. Read and respond to a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.	●	●	●	●	●	●	●	●	●	●	●	●
2. Identify, respond to, and compare and contrast the literary elements of characterization, plot, setting and theme.												
3. Identify patterns of sounds such as rhyme and rhythm in poetry.												
4. Compare and evaluate similar works by different authors in the same genre or theme.	●	●	●	●	●	●	●	●	●	●	●	●
5. Compare and evaluate two works by the same author.												
6. Identify first person and third person point of view.												
7. Identify and determine the meanings of similes and												

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metaphors.												
8. Critically read and evaluate text to determine author’s purpose and point of view.	●	●	●	●	●	●	●	●	●	●	●	●
9. Respond to literature using ideas and details from the text to support reactions and make literary connections.	●	●	●	●	●	●	●	●	●	●	●	●
10. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.	●	●	●	●	●	●	●	●	●	●	●	●
II. WRITING <i>(Writing should be addressed across content areas and integrated into the curriculum.)</i>												
A. Types of Writing- The student will compose various pieces of writing.												
1. Write in a variety of styles to express meaning, including: a. descriptive b. narrative c. informative d. friendly letter e. poetic f. persuasive g. thank you note.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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B. Elements of Composition- The student will engage in writing, with attention to organization, focus and quality of ideas.												
1. Write topic sentences.	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
2. Create multiple paragraph compositions that include: a. correct paragraph indentation style b. an introductory paragraph formulating a thesis c. supporting evidence that upholds an overall thesis d. a concluding paragraph as a summary.	●●	●●	●	●●	●●	●●	●●	●	●●	●	●●	●
3. Use composing processes, including: a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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4. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5. Use verbalization (discussions, interviews, brainstorming) to prepare for writing.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
6. Consider audience in composing texts.	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
C. Spelling, Grammar, and Usage- The student will apply standard English conventions when writing.												
1. Compose complete sentences when writing.	●	●	●	●	●	●	●	●	●	●	●	●
2. Identify and correct spelling of frequently used words and common homophones.	●	●	●	●	●	●	●	●	●	●	●	●
3. Spell roots, suffixes, prefixes, and syllable constructions correctly.	●	●	●	●	●	●	●	●	●	●	●	●
4. Apply grammar conventions correctly in writing, including: a. verb tense b. adverbs c. prepositions d. subject and verb agreement e. possessive pronouns.	●	●	●	●	●	●	●	●	●	●	●	●

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5. Apply punctuation conventions correctly in writing, including: a. apostrophes b. capitalization of proper nouns c. abbreviations d. sentence beginnings e. commas in a series f. quotation marks.	•	•	•	•	•	•	•	•	•	•	•	•
D. Research- The student will locate and use information in reference materials.												
1. Locate information in various reference materials including dictionaries, online dictionaries, glossaries, encyclopedias, and the Internet.	••	••	••	••	••	••	••	••	••	••	••	••
E. Handwriting and Word Processing- The student will write legibly and use a keyboard.												
1. Write legibly in both print and cursive.	•	•	•	•	•	•	•	•	•	•	•	•
2. Apply basic keyboarding skills.	•	•	•	•	•	•	•	•	•	•	•	•
III. SPEAKING, LISTENING AND VIEWING												
A. Speaking and Listening- The student will demonstrate understanding and communicate effectively through listening and speaking.												
1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.	••	••	••	••	••	••	••	••	••	••	••	••

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2. Demonstrate active listening and comprehension.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
3. Give oral presentations to different audiences for different purposes.	●●					●				●●		●●
4. Organize and summarize ideas, using evidence to support opinions or main ideas.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5. Perform expressive oral readings of prose, poetry or drama.												
C. Media Literacy- The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.												
1. Read print, view pictures and video images and listen to audio files and identify distinctions in how information is presented in print and non-print materials.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Begin to make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers.												
3. Use print, pictures, audio and video to express ideas and knowledge gleaned from these sources.	●	●	●	●	●	●	●	●	●	●	●	●

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