



Notre École

FRENCH IMMERSION STEAM SCHOOL

4th grade Language Arts Standards and Benchmarks

Strand	Standard	No.	Benchmark	Qtr.	Unit and lessons
Reading	Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	4.1.1.1	Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Anglo- Saxon) to decode and comprehend unfamiliar multi-syllabic words in and out of context.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
		4.1.1.2	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing	4.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
		4.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse

<p>perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</p>	<p>4.1.2.3</p>	<p>Locate, select, and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.</p>	<p>1/2/3/4</p>	<p>GB+ Lecture suivie Litterature de jeunesse</p>
<p>Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.</p>	<p>4.1.3.1</p>	<p>Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.</p>	<p>3/4</p>	<p>Unit 'Voyageur'</p>
<p>Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</p>	<p>4.1.4.1</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.</p>	<p>1/2/3/4</p>	<p>GB+ Lecture suivie Litterature de jeunesse</p>
	<p>4.1.4.2</p>	<p>Determine a theme or central idea of a story, drama, or poem from details in the text.</p>	<p>2/3</p>	<p>GB+ Lecture suivie Litterature de jeunesse</p>
	<p>4.1.4.3</p>	<p>Describe a literary element in detail, drawing on specific details from literary text.</p>	<p>3/4</p>	<p>GB+ Lecture suivie Litterature de jeunesse</p>
	<p>4.1.4.4</p>	<p>Explain events, concepts, or steps in a procedure, including what</p>	<p>1/2/3/4</p>	<p>GB+</p>

Reading			happened and why, based on specific details, in informational text.		Lecture suivie Litterature de jeunesse
	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	4.1.5.1	Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view).	3/4	GB+ Lecture suivie Litterature de jeunesse
		4.1.5.2	Describe the informational text structure (including, but not limited to sequence and chronology) of events, ideas, concepts, or information in a text or part of a text.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
		4.1.5.3	Interpret the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
	Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex	4.1.6.1	Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse Unit 'Voyageur'
4.1.6.2		Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose.	1/2/3/4	GB+ Lecture suivie Litterature de	

Reading	literary and informational texts.				jeunesse
		4.1.6.3	Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy).	3/4	GB+ Lecture suivie Litterature de jeunesse
	Evaluate arguments and specific claims from complex informational texts.	4.1.7.1	Explain how an author uses reasoning and evidence to support an argument.	3/4	GB+ Lecture suivie Litterature de jeunesse
	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	4.1.8.1	Distinguish literal from figurative language in stories, poems, or songs.	4	GB+ Lecture suivie Litterature de jeunesse
		4.1.8.2	Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary.	3/4	GB+ Lecture suivie Litterature de jeunesse
Media Literacy in Reading: Access and gather information from a variety of sources, representing	4.1.9.1	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.	1/2	Lalilo Lecture suivie Litterature de jeunesse	

	diverse perspectives, and assessing validity and credibility of information.	4.1.9.1	Question and assess validity and credibility of information, related to task and purpose. (e.g., CRAAP test)	3/4	
Writing	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	4.2.1.1	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing	1/2	RESEEG Dictee Productions d'écrits
		4.2.1.2	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.	1/2/3/4	Dictée RESEEG
		4.2.1.3	Demonstrate subject-verb and pronoun- antecedent agreement in simple, compound, and complex sentences, authentically in writing.	1/2/3/4	Dictée RSEEG
	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.	4.2.2.1	Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)	1/2/3/4	Productions d'écrits
		4.2.2.2	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.	2/3	Productions d'écrits Lecture suivie
	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	4.2.3.1	Plan and draft multiple pieces of writing; self- select which of them to revise, edit, and publish.	1/2/3/4	Productions d'écrits
		4.2.3.2	Use words, phrases, and punctuation to convey ideas precisely, in formal	3/4	Productions

			and informal writing contexts.		d'écrits
	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	4.2.4.1	Write to argue, including an introduction and conclusion, building on skills from previous years.	3/4	Productions d'écrits
		4.2.4.1	Write to persuade, including an introduction and conclusion, building on skills from previous years.	3/4	Productions d'écrits
	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	4.2.5.1	Write to inform or explain, organizing and presenting ideas clearly, using a variety of text structures, and including an introduction and conclusion, building on skills from previous years. Use precise, domain-specific vocabulary.	1/2	Productions d'écrits
		4.2.5.2	Write to respond to the conclusion of a literary text.	2/3	Productions d'écrits
Writing	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	4.2.6.1	Write to create, developing literary elements, including character, setting, conflict, and resolution with detail in a variety of literary forms. (e.g., poetry, stories, plays)	2/3	Productions d'écrits Lecture suivie
		4.2.6.2	Describe sensory detail, in written narratives, poetry, or other creative text.	2/3	Productions d'écrits Lecture suivie
	Engage in inquiry-based learning and research processes to create texts and presentations for a	4.2.7.1	Ask relevant questions to guide inquiry.	1/2	Productions d'écrits
		4.2.7.2	Plan and conduct independent research using sources to build	3/4	Productions

	variety of purposes and audiences.		understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.		d'ecrits
	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	4.2.8.1	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.	3/4	
Listening, Speaking, Viewing, and Exchanging Ideas	Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	4.3.1.1	Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. -Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. -Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. -Express one's own ideas, stories, and experiences, linking to comments of others. -Negotiate and compromise to support productive exchange of ideas. -Identify and work toward a shared goal.	3/4	Lecture suivie Litterature de jeunesse
		4.3.1.2	Ask and answer questions to clarify or follow up on viewpoints of others in a discussion.	1/2/3/4	Langage oral Lecture suivie Litterature de jeunesse
		4.3.1.3	Receive and act on feedback from others, self-reflect, and provide constructive feedback on peers' work in various ways (ex. written, oral, non-verbal).	1/2/3/4	Langage oral Lecture suivie

					Litterature de jeunesse
Listening, Speaking, Viewing, and Exchanging Ideas	Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	4.3.2.1	Use vocabulary, language, structure, and features of spoken language to convey ideas precisely, in communicating with others in social and academic situations.	1/2/3/4	Langage oral Lecture suivie Litterature de jeunesse
	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	4.3.3.1	Create written, oral, and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles.	3/4	
		4.3.3.2	Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.	3/4	