

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**Integrated Science and Literacy Units**

**with the State of North Dakota**  
**English Language Arts Standards**  
**for Grade 4**

Created March 2010



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North Dakota English/Language Arts Standards – 4 <sup>th</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
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<b>STANDARD 1: Students engage in the research process.</b>												
<b>PLANNING RESEARCH</b>												
4.1.1. Organize a research topic or issue in a specific area study using a research strategy	●●	●●	●	●●	●●	●●	●	●●	●●	●●●	●●	●●●
<b>ACCESSING INFORMATION</b>												
4.1.2. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interview, cassette recordings, and Internet	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>EVALUATING RESEARCH INFORMATION</b>												
4.1.3. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text												
<b>ORGANIZING RESEARCH INFORMATION</b>												
4.1.4. Use note-taking strategies to organize information	●●	●●	●●	●	●●	●	●●	●	●●	●	●	●
4.1.5. Compose basic research reports or presentations	●●	●●	●	●	●	●●	●	●	●	●●	●	●●
<b>PRESENTATION AND EVALUATION</b>												

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4.1.6. Assess research process and presentation using information discussed in peer and/or teacher conferences	●	●	●	●	●	●	●	●	●	●	●	●
4.1.7. Evaluate a research process and presentation using a rubric based on certain criteria	●	●	●	●	●	●	●	●	●	●	●	●
<b>STANDARD 2: Students engage in the reading process.</b>												
<b>LITERARY/INFORMATIONAL GENRES</b>												
4.2.1. Read a variety of texts; i.e., fiction, nonfiction, multi-cultural	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4.2.2. Compare and contrast characteristics of fiction; i.e., historical fiction, realistic fiction, short stories, poetry, tall tales												
4.2.3. Compare and contrast texts; i.e., fiction to fiction, fiction to nonfiction, nonfiction to nonfiction	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4.2.4. Determine the elements of a fiction text; i.e., setting, characters, development, rising action,												

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events, problems, resolution/solution												
4.2.5. Determine characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
VOCABULARY/WORD RECOGNITION												
4.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, prefixes/suffixes, words with multiple meanings, context clues	●	●	●	●	●	●	●	●	●	●	●	●
4.2.7. Use reference resources to determine word meaning; i.e., dictionary, glossary, thesaurus	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
READING STRATEGIES FOR MEANING												
4.2.8. Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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analyzing, visualizing/verbalizing												
4.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	●	●	●	●	●	●	●	●	●	●	●	●
<b>PURPOSES FOR READING</b>												
4.2.10. Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, diaries	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4.2.11. Reflect on and respond to texts from various genres and cultures	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>STANDARD 3: Students engage in the writing process</b>												
<b>PREWRITING</b>												
4.3.1. Determine a message to inform, entertain, persuade a specific audience; i.e., factual and personal persuasive, informational, poetry, fantasy	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4.3.2. Demonstrate planning ideas to organize thoughts before writing; e.g., webbing, listing,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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graphic organizers, taking notes												
<b>DRAFTING</b>												
4.3.3. Use characteristics of different genres of writing; i.e., factual and personal persuasive, informational, poetry, fantasy	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4.3.4. Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4.3.5. Use indentation, capitalization, and punctuation to write paragraphs	●	●	●	●	●	●	●	●	●	●	●	●
4.3.6. Incorporate vocabulary in writing	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
<b>REVISING</b>												
4.3.7. Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4.3.8. Revise written text based on feedback from	●	●	●	●	●	●	●	●	●	●	●	●

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peers and/or teacher conferences												
<b>EDITING</b>												
4.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, paragraph indentation	●	●	●	●	●	●	●	●	●	●	●	●
4.3.10. Use reference tools to edit writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor	●	●	●	●	●	●	●	●	●	●	●	●
<b>FINAL DRAFT</b>												
4.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., fantasy, factual and personal persuasive, poetry, informational	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
<b>PUBLICATION/PRESENTATION</b>												
4.3.12. Share final copy with peers, teachers, and/or family members	●	●●●	●	●	●	●	●	●	●	●	●	●
4.3.13. Evaluate writing process/product using a variety of assessment tools; e.g., checklist,	●	●	●	●	●	●	●	●	●	●	●	●

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rubric, conferences												
<b>STANDARD 4: Students engage in the speaking and listening process.</b>												
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>												
4.4.1. Organize oral presentations to inform, demonstrate, entertain, or persuade from an organized plan; i.e., factual and personal persuasive, informational, poetry	●●	●	●	●	●	●	●	●	●	●●●	●	●●●
4.4.2. Develop a presentation to inform, demonstrate, persuade, or entertain; i.e., factual and personal persuasive, informational, poetry	●●	●	●	●	●	●	●	●	●	●●●	●	●●●
<b>VERBAL AND NONVERBAL COMMUNICATION</b>												
4.4.3. Demonstrate appropriate speaking vocabulary												
4.4.4. Use pitch, volume, and tone appropriate to the speaking situation	●●	●	●	●	●	●	●	●	●	●●	●	●●
4.4.5. Use body language, such as posture or the use of gestures, as a form of communication	●●	●	●	●	●	●	●	●	●	●●	●	●●
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>												

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4.4.6. Participate as an active listener and speaker in group discussions												
<b>STANDARD 5: Students understand media</b>												
<b>MEDIA GENRES</b>												
4.5.1. Recognize existing and developing media												
4.5.2. Describe characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources												
<b>USING MEDIA FOR A PURPOSE</b>												
4.5.3. Construct samples of different media genres to inform, entertain, advertise, or persuade an audience												
4.5.4. Evaluate media products produced by peers and self using a rubric												
<b>INTERPRETING MEDIA</b>												
4.5.5. Analyze media content for meaning; i.e., main idea, supporting details, fact and opinion,												

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propaganda, and persuasion												
4.5.6. Describe media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, poster, slide show, billboards, brochures, and newsletters	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
<b>STANDARD 6: Students understand and use principles of language</b>												
<b>LANGUAGE CONVENTIONS/MECHANICS</b>												
4.6.1. Use parts of speech; i.e., regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions	●●	●	●	●	●	●●	●	●●	●	●●	●	●
4.6.2. Use subjects and predicates in simple and compound sentences	●	●	●	●	●	●	●	●	●	●	●	●
4.6.3. Use appropriate verb tenses	●	●	●	●	●	●	●	●	●	●	●	●
4.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, newspapers, musical compositions	●	●	●	●	●	●	●	●	●	●	●	●
4.6.5. Use conventions of punctuation; i.e., ending	●	●	●	●	●	●	●	●	●	●	●	●

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punctuation, commas – with a conjunction and contractions, apostrophes in the possessive, underlining, quotation marks, italics for titles of documents, parentheses												
4.6.6. Use principles of spelling; e.g., double final consonant following short vowel, roots, suffixes, prefixes	●	●	●	●	●	●	●	●	●	●	●	●
<b>FIGURATIVE LANGUAGE</b>												
4.6.7. Use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms												

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