



English Language Arts and Literacy Standards

Grade 4

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Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon’s content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards.

Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

ELA.5.RL.1 = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5th Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

Grade 4

Grade 4 Reading Foundational Skills (ELA.4.RF)

Print Concepts

ELA.4.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.4.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

Phonics and Word Recognition

ELA.4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read and pronounce unfamiliar multisyllabic words.

Fluency

ELA.4.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 Reading Literature / Informational Text (ELA.4.RL / ELA.4.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.4.RL.1 Cite evidence from the text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.4.RI.1 Cite evidence from the text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Literature	Reading Informational
ELA.4.RL.2 Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories, and dramas; summarize the text.	ELA.4.RI.2 Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence from the text; summarize the text.
ELA.4.RL.3 Describe in depth a character's thoughts, words, and/or actions, the setting or event(s) in a story or drama and draw on specific details to analyze their interaction over the course of the text.	ELA.4.RI.3 Explain the individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

Reading Literature	Reading Informational
ELA.4.RL.4 Identify, read, pronounce, and determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as hyperbole and personification, and describe and explain how those words and phrases impact meaning.	ELA.4.RI.4 Identify, read, pronounce, and determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area, and describe and explain how those words and phrases impact meaning.
ELA.4.RL.5 Analyze the overall structure the author uses in poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structures.	ELA.4.RI.5 Describe the overall structure the author uses to organize the events, ideas, concepts, or information.
ELA.4.RL.6 Compare and contrast the point of view of first and third person narrators and the effect they have on the reader.	ELA.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.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	ELA.4.RI.7 Interpret information presented visually, orally, or quantitatively, in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.
ELA.4.RL.8 (Not applicable to literature)	ELA.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
ELA.4.RL.9 Compare/contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	ELA.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.4.RL.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	ELA.4.RI.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex informational texts.

Grade 4 Writing (ELA.4.W)

Text Types and Purposes

- ELA.4.W.1 Compose opinions, on topics or texts, supporting an author’s perspective with reasons and information.
- 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.
 - Provide reasons that are supported by facts and details.
 - Use grade-appropriate transitions to develop text structure across paragraphs.

- d. Provide a conclusion.

ELA.4.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Use grade-appropriate conjunctions to develop text structure within sentences.
- d. Use grade-appropriate transitions to develop text structure across paragraphs.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a conclusion.

ELA.4.W.3 Compose narratives, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear, or circular structure.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELA.4.W.5 With guidance and support from peers, develop and strengthen writing as needed by planning, drafting, revising, editing, and rewriting.

ELA.4.W.6 With guidance and support, use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing and interact and collaborate with others.

Research to Build and Present Knowledge

ELA.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- ELA.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- ELA.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- ELA.4.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 4 Language (ELA.4.L)

Conventions of Standard English

- ELA.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Identify, explain, and use relative pronouns and relative adverbs.
 - b. Form and use the progressive verb tenses.
 - c. Use helping verbs to convey various conditions, such as can, may, and must.
 - d. Order adjectives within sentences according to conventional patterns.
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words, such as to, too, two; there, their, they're.
- ELA.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Demonstrate appropriate use of capitalization rules.
 - b. Use commas and quotation marks to indicate direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting both print and digital references as needed.

Knowledge of Language

- ELA.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

- ELA.4.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content.
- a. Use context as a clue to the meaning of a word or phrase.
 - b. Use concrete and common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - c. Consult dictionaries, glossaries, thesauruses, and other print and digital resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELA.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- ELA.4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Grade 4 Speaking and Listening (ELA.4.SL)

Comprehension and Collaboration

- ELA.4.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing personal ideas clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain personal ideas and understanding in light of the discussion.
 - e. Evaluate the effectiveness of the discussion.
- ELA.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- ELA.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- ELA.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- ELA.4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.