Bridging the [NYS English Language Arts Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy) ~ Transition from Grade 3 to Grade 4

The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the 3rd grade teacher will comment on the 2019-2020 ELA curriculum relating to that year’s instruction; the 4thgrade teacher will use this information to plan to meet the needs of all learners for the 2020-2021 school year.

Each standard includes an image of an instructor ()  and an image of a laptop  () to indicate if the standard was taught in the classroom or remotely. Circling or deleting the images will best indicate the method of instruction for that standard during the 2019-2020 school year.

Reading: Literature and Informational Text

Key Ideas and Details

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 4****Learning Standard** | Reflection &Planning for 2020-2021 |
| R1 | RL & RI: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ClassroomInternet |  | RL& RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |  |
| R2 | RL: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.RI: Determine the main idea of a text; recount the key details and explain how they support the main idea. | ClassroomInternet |  | RL: Determine a theme of a story, drama, or poem from details in the text; summarize the text.RI: Determine the main idea of a text and explain how it is supported by key details; summarize the text. |  |

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| R3 | RL: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.RI: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | ClassroomInternet |  | RL: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).RI: Explain 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

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| R4 | RL: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.RI: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | ClassroomInternet |  | RL: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).RI: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |  |

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| R5 | RL: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.RI: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | ClassroomInternet |  | RL: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.RI: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |  |
| R6 | RL: Distinguish their own point of view from that of the narrator or those of the characters.RI: Distinguish their own point of view from that of the author of a text. | ClassroomInternet |  | RL: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.RI: Compare and contrast a firsthand and secondhandaccount of the same event or topic; describe the differences in focus and the information provided. |  |

Integration of Knowledge and Ideas

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| R7 | RL: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).RI: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | ClassroomInternet |  | RL: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.RI: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |  |
| R8 | RL: (Not applicable to literature)RI: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | ClassroomInternet |  | RL: (Not applicable to literature)RI: Explain how an author uses reasons and evidence to support particular points in a text. |  |

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| R9 | RL: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).RI: Compare and contrast the most important points and key details presented in two texts on the same topic. | ClassroomInternet |  | RL: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.RI: 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

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| R10 | RL: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.RI: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | ClassroomInternet |  | RL: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.RI: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, inthe grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |

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| R11 | RL: Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.a. Self-select text based upon personal preferences.RI: Not applicable to Reading for Information Standard | ClassroomInternet |  | RL: Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations. 1. Self-select text based upon personal preferences.

RI: Not applicable to Reading for Informational Standard |  |

Writing

Text Types and Purposes

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| W1 |  Write opinion pieces on topics or texts, supporting a point of view with reasons.1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
4. Provide a concluding statement or section.
 | ClassroomInternet |  | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 1. 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.
2. Provide reasons that are supported by facts and details.
3. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
4. Provide a concluding statement or section related to the opinion presented.
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| W2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
2. Develop the topic with facts, definitions, and details.
3. Use linking words and phrases (*e.g., also, another, and, more, but*) to connect ideas within categories of information.
4. Provide a concluding statement or section.
 | ClassroomInternet |  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or explanation presented.
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| W3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3. Use temporal words and phrases to signal event order.
4. Provide a sense of closure.
 | ClassroomInternet |  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.
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Production and Distribution of Writing

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| W4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | ClassroomInternet |  | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  |
| W5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | ClassroomInternet |  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) |  |
| W6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | ClassroomInternet |  | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |  |

Research to Build and Present Knowledge

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| W7 | Conduct short research projects that build knowledge about a topic. | ClassroomInternet |  | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |  |
| W8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | ClassroomInternet |  | 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. |  |
| W9 | (Begins in grade 4) |  |  | Draw evidence from literary or informational texts to support analysis, reflection, and research. 1. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
2. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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Range of Writing

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences | ClassroomInternet |  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences |  |
| W11 | Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class. | ClassroomInternet |  | Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. |  |

Speaking and Listening

Comprehension and Collaboration

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| SL1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.1. 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.
2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
4. Explain their own ideas and understanding in light of the discussion.
5. Seek to understand and communicate with individuals from different cultural backgrounds.
 | ClassroomInternet |  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.1. 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.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. 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.
4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
5. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
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| SL2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | ClassroomInternet |  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |
| SL3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | ClassroomInternet |  | Identify the reasons and evidence a speaker provides to support particular points. |  |

Presentation of Knowledge and Ideas

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| SL4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | ClassroomInternet |  | 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. |  |
| SL5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | ClassroomInternet |  | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |  |

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| SL6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | ClassroomInternet |  | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) |  |

Language

Conventions of Standard English

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|  | **Grade 4** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 5** **Learning Standard** | Reflection &Planning for 2020-2021 |
| L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
2. Form and use regular and irregular plural nouns.
3. Use abstract nouns (e.g., *childhood*).
4. Form and use regular and irregular verbs.
5. Form and use the simple (e.g*., I walked; I walk; I will walk*) verb tenses.
6. Ensure subject-verb and pronoun-antecedent agreement.
7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
8. Use coordinating and subordinating conjunctions.
9. Produce simple, compound, and complex sentences.
 | ClassroomInternet |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
2. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
3. Use modal auxiliaries (e.g*., can, may, must*) to convey various conditions.
4. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
5. Form and use prepositional phrases.
6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
7. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
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| L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Capitalize appropriate words in titles.
2. Use commas in addresses.
3. Use commas and quotation marks in dialogue.
4. Form and use possessives.
5. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
6. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
7. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
 | ClassroomInternet |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Use correct capitalization.
2. Use commas and quotation marks to mark direct speech and quotations from a text.
3. Use a comma before a coordinating conjunction in a compound sentence.
4. Spell grade-appropriate words correctly, consulting references as needed.
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Knowledge of Language

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| L3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. Choose words and phrases for effect.
2. Recognize and observe differences between the conventions of spoken and written standard English.
 | ClassroomInternet |  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. Choose words and phrases to convey ideas precisely.
2. Choose punctuation for effect.
3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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Vocabulary Acquisition and Use

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|  | **Grade 3** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 4** **Learning Standard** | Reflection &Planning for 2020-2021 |
| L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based *on grade 3 reading and content*, choosing flexibly from a range of strategies.1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat*).
3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 | ClassroomInternet |  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g*., telegraph, photograph, autograph*).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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| L5 | Demonstrate understanding of word relationships and nuances in word meanings.1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
2. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
3. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
 | ClassroomInternet |  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.1. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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| L6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | ClassroomInternet |  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation). |  |