|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Common Core Standards 4th Grade** |  |  |  |  |
| **Reading Literature (RL)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details** * RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences * from the text. |  |  |  |  |
| * RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. |  |  |  |  |
| * RL.4.3. 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). |  |  |  |  |
| **Craft and Structure**   * RL.4.4. 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). |  |  |  |  |
| * RL.4.5. 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. |  |  |  |  |
| * RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between * first- and third-person narrations. |  |  |  |  |
| * **Integration of Knowledge and Ideas** * RL.4.7. 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. |  |  |  |  |
| * RL.4.8. (Not applicable to literature) |  |  |  |  |
| * RL.4.9. 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. |  |  |  |  |
| * RL.4.10. 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. |  |  |  |  |
| **Reading: Informational Text (RI)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details** * RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences * from the text |  |  |  |  |
| * RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. |  |  |  |  |
| * RI.4.3. 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**   * RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4* * *topic or subject area*. |  |  |  |  |
| * RI.4.5. 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. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **Reading Informational Text (RI) Continued** | **1** | **2** | **3** | **4** |
| * RI.4.6. 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**   * RI.4.7. 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 |  |  |  |  |
| * RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. |  |  |  |  |
| * RI.4.9. Explain how an author uses reasons and evidence to support particular points in a text. |  |  |  |  |
| * RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical * texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |  |
| **Reading: Foundational Skills (RF)** | **1** | **2** | **3** | **4** |
| *Phonics and Word Recognition* |  |  |  |  |
| * RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |
| * + A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and   + affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |  |  |  |  |
| *Fluency* |  |  |  |  |
| RF.4.4. Read with sufficient accuracy and fluency to support comprehension |  |  |  |  |
| * + A. Read grade-level text with purpose and understanding. |  |  |  |  |
| * + B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |  |  |  |  |
| * + C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |
| **Writing (W)** | **1** | **2** | **3** | **4** |
| * **Text Types and Purposes** * W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |  |  |  |  |
| * + A. 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. |  |  |  |  |
| * + B. Provide reasons that are supported by facts and details. |  |  |  |  |
| * + C. Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*). |  |  |  |  |
| * + D. Provide a concluding statement or section related to the opinion presented |  |  |  |  |
| * W.4.2. Write informative/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 (e.g., headings),   + illustrations, and multimedia when useful to aiding comprehension |  |  |  |  |
| * + B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to   + the topic. |  |  |  |  |
| * + C. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). |  |  |  |  |
| * **Writing (W) continued** | **1** | **2** | **3** | **4** |
| * D. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding * statement or section related to the information or explanation presented. |  |  |  |  |
| * W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and * clear event sequences. |  |  |  |  |
| * + A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence   + that unfolds naturally. |  |  |  |  |
| * + B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. |  |  |  |  |
| * + C. Use a variety of 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 from the narrated experiences or events. |  |  |  |  |
| * **Production and Distribution of Writing** * W.4.4. 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.) |  |  |  |  |
| * W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, * and editing. |  |  |  |  |
| * W.4.6. 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**   * W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. |  |  |  |  |
| * W.4.8. 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. |  |  |  |  |
| * W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |  |  |
| * + A. 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].”). |  |  |  |  |
| * + B. 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”). |  |  |  |  |
| * W.4.10. 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. |  |  |  |  |
| **Speaking and Listening (SL)** | **1** | **2** | **3** | **4** |
| **Comprehension and Collaboration**   * SL.4.1. 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. |  |  |  |  |
| * + 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. |  |  |  |  |
| **Speaking and Listening (SL) continued** | **1** | **2** | **3** | **4** |
| * + 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 their own ideas and understanding in light of the discussion. |  |  |  |  |
| * SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, * quantitatively, and orally. |  |  |  |  |
| * SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. |  |  |  |  |
| **Presentation and Knowledge of Ideas**   * SL.4.4. 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. |  |  |  |  |
| * SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main * ideas or themes. |  |  |  |  |
| * SL.4.6. 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. |  |  |  |  |
| **Language (L)** | **1** | **2** | **3** | **4** |
| **Conventions of Standard Language**   * L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  |
| * + A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). |  |  |  |  |
| * + B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses |  |  |  |  |
| * + C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. |  |  |  |  |
| * + D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small*   + *bag*). |  |  |  |  |
| * + E. Form and use prepositional phrases. |  |  |  |  |
| * + F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* |  |  |  |  |
| * + G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\* |  |  |  |  |
| * L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |
| * + A. Use correct capitalization. |  |  |  |  |
| * + B. Use commas and quotation marks to mark 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 references as needed. |  |  |  |  |
| * **Knowledge of Language** * L.4.3. 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 (e.g., presenting ideas) and situations where informal   + discourse is appropriate (e.g., small-group discussion). |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Vocabulary and Acquisition of Use**   * L.4.4. 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. |  |  |  |  |
| * + A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |  |  |  |  |
| * + B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph,*   + *photograph, autograph*). |  |  |  |  |
| * + C. 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. |  |  |  |  |
| * L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |
| * + A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. |  |  |  |  |
| * + B. Recognize and explain the meaning of common idioms, adages, and proverbs. |  |  |  |  |
| * + C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not   + identical meanings (synonyms). |  |  |  |  |
| * L.4.6 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). |  |  |  |  |