

Grade 4 Common Core State Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	Key Ideas and Details
RL.4.1 Refer to <u>details and examples</u> in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1 Refer to <u>details and examples</u> in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a <u>theme</u> of a story, drama, or poem from details in the text; <u>summarize</u> the text.	RI.4.2 Determine the <u>main ideas</u> of a text and explain how it is <u>supported by key details</u> ; <u>summarize</u> the text.
RL.4.3 Describe in depth a <u>character, setting, or event</u> in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RI.4.3 Explain <u>events, procedures, ideas, or concepts</u> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	Craft and Structure
RL.4.4 Determine the <u>meaning of words and phrases</u> as they are used in a text, including those that <u>allude to significant characters found in mythology</u> (e.g., Herculean).	RI.4.4 Determine the meaning of <u>general academic and domain-specific words and phrases</u> in a text relevant to a grade 4 topic or subject area.
RL.4.5 Explain major <u>differences between poems, drama, and prose</u> , and refer to the <u>structural elements</u> of poems and drama when writing or speaking about a text.	RI.4.5 Describe the <u>overall structure</u> (e.g., chronology, comparison, cause/effect, problem/solution) of <u>events, ideas, concepts, or information</u> in a text or part of a text.
RL.4.6 Compare and contrast the <u>point of view from which different stories are narrated</u> , including the difference between first- and third-person narrations.	RI.4.6 Compare and contrast a <u>firsthand and secondhand account</u> of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RL.4.7 Make <u>connections between the text of a story or drama and a visual or oral presentation of the text</u> , identifying where each version reflects <u>specific descriptions and directions</u> in the text.	RI.4.7 Interpret <u>information presented visually, orally, or quantitatively</u> and <u>explain how the information contributes to an understanding of the text</u> in which it appears.
RL.4.8 (Not applicable to literature.)	RI.4.8 Explain <u>how an author uses reasons and evidence</u> to support particular points in a text.
RL.4.9 Compare and contrast the <u>treatment of similar themes and topics and patterns of events</u> in stories, myths, and traditional literature from different cultures.	RI.4.9 Integrate information from two texts on the <u>same topic</u> in order to write or speak about the subject knowledgeably.
Range of Reading/Level of Text Complexity	Range of Reading/Level of Text Complexity
RL.4.10 By the end of the year, <u>read and comprehend</u> literature, including stories, dramas, and poetry, <u>in the grades 4-5 text complexity band proficiently</u> , with scaffolding as needed at the high end of the range.	RI.4.10 By the end of the year, <u>read and comprehend</u> informational texts, including history/social studies, science, and technical texts, <u>in the grades 4-5 text complexity band proficiently</u> , with scaffolding as needed at the high end of the range.
Reading Foundational Skills	
Phonics and Word Recognition	Fluency
RF.4.3 Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.	RF.4.4 <u>Read with sufficient accuracy and fluency</u> to support comprehension.
RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to <u>read accurately unfamiliar multisyllabic words in context and out of context</u> .	RF.4.4.a <u>Read on-level text with purpose and understanding</u> .
	RF.4.4.b <u>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression</u> on successive readings.
	RF.4.4.c Use context to <u>confirm or self-correct word recognition and understanding</u> , rereading as necessary.

WRITING	WRITING (continued)	LANGUAGE
Text Type and Purposes	Research to Build and Present Knowledge	Conventions of Standard English
<p>W.4.1 Write <u>opinion pieces</u> on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1.a Introduce a topic or text clearly, <u>state an opinion</u>, and <u>create an organizational structure</u> in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.b Provide reasons that are supported by <u>facts and details</u>.</p> <p>W.4.1.c Link <u>opinion and reasons</u> using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1.d Provide a <u>concluding statement or section</u> related to the opinion presented.</p>	<p>W.4.7 Conduct <u>short research projects</u> that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall <u>relevant information</u> from experiences or gather relevant information from print and digital sources; <u>take notes and categorize info</u>, and <u>provide a list of sources</u>.</p> <p>W.4.9 Draw <u>evidence</u> from literary or informational texts to support analysis, reflection, research.</p> <p>W.4.9.a Apply grade 4 Reading standards to <u>literature</u> (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.")</p> <p>W.4.9.b Apply grade 4 Reading standards to <u>informational texts</u> (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")</p>	<p>L.4.1 Demonstrate <u>command of the conventions of standard English grammar and usage</u> when writing or speaking.</p> <p>L.4.1.a Use <u>relative pronouns</u> (<i>who, whose, whom, which, that</i>) and <u>relative adverbs</u> (<i>where, when, why</i>).</p> <p>L.4.1.b Form and use the <u>progressive verb tenses</u>. (e.g., <i>I was walking, I am walking, I will be walking</i>).</p> <p>L.4.1.c Use <u>modal auxiliaries</u> (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.4.1.d Order <u>adjectives within sentences</u> according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.1.e Form and use <u>prepositional phrases</u>.</p> <p>L.4.1.f Produce <u>complete sentences</u>, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g Correctly use <u>frequently confused words</u> (e.g., <i>to, too, two; there, their</i>).</p>
<p>W.4.2 Write <u>informative/explanatory texts</u> to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.a Introduce a topic clearly and <u>group related information</u> in paragraphs and sections; <u>include formatting</u> (e.g., headings), <u>illustrations, and multimedia</u> when useful to aiding comprehension.</p> <p>W.4.2.b Develop the <u>topic</u> with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2.c Link <u>ideas</u> within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.d Use <u>precise language and domain-specific vocabulary</u> to inform about or explain the topic.</p> <p>W.4.2.e Provide a <u>concluding statement or section</u> related to the information or explanation presented.</p>	<p style="text-align: center;">Range of Writing</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and <u>shorter time frames</u> (a single sitting or a day or two) for a <u>range of discipline-specific tasks, purposes, and audiences</u>.</p>	<p>L.4.2 Demonstrate <u>command of the conventions of standard English capitalization, punctuation, and spelling</u> when writing.</p> <p>L.4.2.a Use <u>correct capitalization</u>.</p> <p>L.4.2.b Use <u>commas and quotation marks</u> to mark direct speech and quotations from a text.</p> <p>L.4.2.c Use a <u>comma before a coordinating conjunction</u> in a compound sentence.</p> <p>L.4.2.d Spell <u>grade-appropriate words correctly</u>, consulting references as needed.</p>
<p>W.4.3 Write <u>narratives</u> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.a Orient the <u>reader</u> by establishing a situation and introducing a narrator and/or characters; <u>organize an event sequence</u> that unfolds naturally.</p> <p>W.4.3.b Use <u>dialogue and description</u> to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c Use a variety of <u>transitional words and phrases</u> to manage the sequence of events.</p> <p>W.4.3.d Use concrete words and phrases and sensory details to <u>convey experiences and events precisely</u>.</p> <p>W.4.3.e Provide a <u>conclusion</u> that follows from the narrated experiences or events.</p>	<p style="text-align: center;">SPEAKING & LISTENING</p> <p style="text-align: center;">Comprehension and Collaboration</p> <p>SL.4.1 Engage effectively in a range of <u>collaborative discussions</u> (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 4 topics and texts</u>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a <u>Come to discussions prepared</u>, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow <u>agreed-upon rules for discussion</u> and carry out assigned roles.</p> <p>SL.4.1.c <u>Pose and respond to specific questions</u> to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d <u>Review the key ideas expressed and explain their own ideas and understanding</u> in light of the discussion.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 <u>Identify the reasons and evidence a speaker provides</u> to support particular points.</p>	<p style="text-align: center;">Knowledge of Language</p> <p>L.4.3 Use <u>knowledge of language and its conventions</u> when writing, speaking, reading, or listening.</p> <p>L.4.3.a Choose <u>words and phrases</u> to convey ideas precisely.</p> <p>L.4.3.b Choose <u>punctuation</u> for effect.</p> <p>L.4.3.c Differentiate <u>between contexts</u> that call for <u>formal English</u> and situations where <u>informal discourse</u> is appropriate.</p>
Production and Distribution of Writing	Presentation of Knowledge and Ideas	Vocabulary Acquisition and Use
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (See standards 1-3 above.)</p>	<p>SL.4.4 <u>Report on a topic or text, tell a story, or recount an experience in an organized manner</u>, using appropriate facts and relevant, descriptive details to support main ideas or themes; <u>speak clearly at an understandable pace</u>.</p>	<p>L.4.4 Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on <u>grade 4 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>L.4.4.a Use <u>context</u> (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.b Use common, <u>grade-appropriate Greek and Latin affixes and roots</u> as clues to the meaning of a word (e.g., <i>telegraph, photograph</i>).</p> <p>L.4.4.c Consult <u>reference materials</u>, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>W.4.5 With guidance and support from peers and adults, <u>develop and strengthen writing</u> as needed by <u>planning, revising, and editing</u>. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).</p>	<p>SL.4.5 Add <u>audio recordings and visual displays</u> to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>L.4.5 Demonstrate <u>understanding of figurative language, word relationships, and nuances</u> in word meanings.</p> <p>L.4.5.a Explain the <u>meaning of simple similes and metaphors in context</u>.</p> <p>L.4.5.b Recognize and explain the <u>meaning of common idioms, adages, and proverbs</u>.</p> <p>L.4.5.c Demonstrate understanding of words by relating them to their <u>opposites and to words with similar but not identical meanings</u>.</p>
<p>W.4.6 With some guidance and support from adults, <u>use technology</u>, including the internet, to <u>produce and publish writing</u> as well as to <u>interact and collaborate with others</u>; demonstrate sufficient command of <u>keyboarding skills</u> to type a minimum of one page in a single sitting.</p>	<p>SL.4.6 Differentiate between contexts that call for <u>formal English and situations where informal discourse is appropriate</u>; use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>	<p>L.4.6 Acquire and use accurately <u>grade-appropriate general academic, and domain-specific words and phrases</u>, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>