

Grade 4

Adopted 2023

Grade 4

Reading: Foundational

Print Concepts

1. Not applicable to fourth grade. [RF.4.1](#)

Phonological Awareness

2. Not applicable to fourth grade. [RF.4.2](#)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context. [RF.4.3](#)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. [RF.4.4](#)
 - a. Read complex text with purpose and understanding. [RF.4.4.A](#)
 - b. Read complex prose and poetry orally with accuracy, prosody, and appropriate rate. [RF.4.4.B](#)
 - c. Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. [RF.4.4.C](#)

Reading: Literature

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1](#)
2. Determine the theme of a story, drama or poem from details in the text; summarize the text. [RL.4.2](#)
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). [RL.4.3](#)

Craft and Structure

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.4.4](#)
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.4.5](#)
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [RL.4.6](#)

Integration of Knowledge and Ideas

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.4.7](#)
8. Not applicable for literature. [RL.4.8](#)
9. Compare and contrast the development 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.4.9](#)

Language in Reading: Literature

10. Use knowledge of language and its conventions when reading. [RL.4.10](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. [RL.4.11](#)
 - a. Use context (antonym, examples, inferences, definition, synonym) to determine to determine the meaning of a word or phrase. [RL.4.11.A](#)
 - b. Use common Greek and Latin affixes to define the meaning of a word. [RL.4.11.B](#)
 - c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [RL.4.11.C](#)
12. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [RL.4.12](#)
 - a. Explain the meaning of simple similes and metaphors in context. [RL.4.12.A](#)

- b. Recognize and explain the meaning of common idioms, adages and proverbs in context. **RL.4.12.B**
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **RL.4.12.C**

Range of Reading and Text Complexity

- 13. Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade. **RL.4.13**

Reading: Informational

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1](#)
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2](#)
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. [RI.4.3](#)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area. [RI.4.4](#)
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. [RI.4.5](#)
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6](#)

Integration of Knowledge and Ideas

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.4.7](#)
8. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8](#)
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9](#)

Language in Reading: Informational

10. Apply acquired skills in writing and speaking. [RI.4.10](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. [RI.4.11](#)
 - a. Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase. [RI.4.11.A](#)
 - b. Use common Greek and Latin affixes to define the meaning of a word. [RI.4.11.B](#)
 - c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [RI.4.11.C](#)
12. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [RI.4.12](#)
 - a. Explain the meaning of simple similes and metaphors in context. [RI.4.12.A](#)

- b. Recognize and explain the meaning of common idioms, adages and proverbs in context. **RI.4.12.B**
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **RI.4.12.C**

Range of Reading and Text Complexity

- 13. Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade. **RI.4.13**

Writing

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.4.1**
 - a. Know the difference between fact and opinion. **W.4.1.A**
 - b. 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. **W.4.1.B**
 - c. Provide reasons that are supported by facts and details. **W.4.1.C**
 - d. Provide a concluding statement or section related to the opinion presented. **W.4.1.D**
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.4.2**
 - 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. **W.4.2.A**
 - b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. **W.4.2.B**
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **W.4.2.C**
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.4.2.D**
 - e. Provide a concluding statement or section related to the information or explanation presented. **W.4.2.E**
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **W.4.3**
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **W.4.3.A**
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. **W.4.3.B**
 - c. Use a variety of transitional words and phrases to manage the sequence of events. **W.4.3.C**
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **W.4.3.D**
 - e. Provide a conclusion that follows from the narrated experiences or events. **W.4.3.E**

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **W.4.4**

5. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. [W.4.5](#)
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 setting. [W.4.6](#)

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7](#)
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.4.8](#)
9. Draw evidence from literary or informational texts to support analysis, reflection and research. [W.4.9](#)

Language in Writing

10. Demonstrate command of the conventions of standard English grammar, spelling, usage when writing. [W.4.10](#)
 - a. Choose words and phrases to convey ideas precisely. [W.4.10.A](#)
 - b. Form and use relative pronouns and relative adverbs. [W.4.10.B](#)
 - c. Form and use the progressive verb tenses. [W.4.10.C](#)
 - d. Use modal auxiliaries (e.g., can, must) to convey various conditions. [W.4.10.D](#)
 - e. Order adjectives within sentences according to conventional patterns. [W.4.10.E](#)
 - f. Form and use prepositional phrases. [W.4.10.F](#)
 - g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [W.4.10.G](#)
 - h. Correctly use frequently confused words (e.g., to, too, two) [W.4.10.H](#)
 - i. Choose punctuation for effect. [W.4.10.I](#)
11. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. [W.4.11](#)
 - a. Use correct capitalization. [W.4.11.A](#)
 - b. Use commas and quotation marks to mark direct speech and quotations from a text. [W.4.11.B](#)
 - c. Use a comma before a coordinating conjunction in a compound sentence. [W.4.11.C](#)
 - d. Spell grade-appropriate words correctly, consulting references as needed. [W.4.11.D](#)

Range of Writing

12. 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. [W.4.12](#)

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1](#)
 - 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. [SL.4.1.A](#)
 - b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1.B](#)
 - 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. [SL.4.1.C](#)
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1.D](#)
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. [SL.4.2](#)
3. Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3](#)

Presentation of Knowledge and Ideas

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.4.4](#)
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5](#)
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. [SL.4.6](#)

Language in Speaking and Listening

7. Demonstrate command of the conventions of standard English grammar and usage when speaking. [SL.4.7](#)
 - a. Choose words and phrases to convey ideas precisely. [SL.4.7.A](#)
 - b. Use relative pronouns. [SL.4.7.B](#)
 - c. Form and use the progressive verb tenses. [SL.4.7.C](#)
 - d. Use modal auxiliaries (e.g., can, must) to convey various conditions. [SL.4.7.D](#)
 - e. Order adjectives within sentences according to conventional patterns. [SL.4.7.E](#)
 - f. Form and use prepositional phrases. [SL.4.7.F](#)
 - g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [SL.4.7.G](#)

