

Grade 4

Adopted 2019

Reading Foundational Skills

Print Concepts

1. No Reading Foundational standard 1 for grade 4. [RF.4.1](#)
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Phonological Awareness

2. No Phonological Awareness standard for grade 4. [RF.4.2](#)
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Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3](#)
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words. [RF.4.3.A](#)
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Fluency

4. Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. [RF.4.4](#)
 - a. Read grade-level text with purpose and understanding. [RF.4.4.A](#)
 - b. Fluently read grade-level prose and poetry orally on successive readings. [RF.4.4.B](#)
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4.C](#)
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Reading Standards for 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. 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. [RL.4.2](#)
3. Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text. [RL.4.3](#)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning. [RL.4.4](#)
 5. Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. [RL.4.5](#)
 6. Compare/contrast the point of view of first and third person narrators and the effect they have on the reader. [RL.4.6](#)
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Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch. [RL.4.7](#)
 8. Not applicable to literature. [RL.4.8](#)
 9. Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures. [RL.4.9](#)
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Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. [RL.4.10](#)
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Reading Standards for Informational Text

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. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text. [RI.4.2](#)
 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 over the course of a text. [RI.4.3](#)
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Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning. [RI.4.4](#)
5. Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information. [RI.4.5](#)
6. Compare/contrast a firsthand and secondhand account of the same event or topic. [RI.4.6](#)

Integration of Knowledge and Ideas

7. Interpret information presented in print and non-print formats 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 claims the author makes in a text. **RI.4.8**
9. Integrate information from two or more texts on the same theme or topic. **RI.4.9**

Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. **RI.4.10**
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Composition

Text Types and Purposes

1. Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. **C.4.1**
 - a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **C.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. **C.4.1.B**
 - c. Provide reasons that are supported by facts and details. **C.4.1.C**
 - d. Use grade-appropriate transitions. **C.4.1.D**
 - e. Provide a concluding section. **C.4.1.E**
 - f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. **C.4.1.F**
2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. **C.4.2**
 - a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **C.4.2.A**
 - b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. **C.4.2.B**
 - c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. **C.4.2.C**
 - d. Use grade-appropriate conjunctions to develop text structure within sentences. **C.4.2.D**
 - e. Use grade-appropriate transitions to develop text structure across paragraphs. **C.4.2.E**
 - f. Use precise language and domain-specific vocabulary to inform about or explain the topic. **C.4.2.F**
 - g. Provide a concluding section. **C.4.2.G**
 - h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. **C.4.2.H**
3. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. **C.4.3**
 - a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **C.4.3.A**
 - b. 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. **C.4.3.B**
 - c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C.4.3.C**

- d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. [C.4.3.D](#)
 - e. Use concrete words and phrases and sensory details to convey experiences and events precisely. [C.4.3.E](#)
 - f. Provide a conclusion that follows the narrated experiences or events. [C.4.3.F](#)
 - g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. [C.4.3.G](#)
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Production and Distribution

- 4. With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. [C.4.4](#)
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Research to Build and Present Knowledge

- 5. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [C.4.5](#)
 - 6. Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources. [C.4.6](#)
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Range of Writing

- 7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. [C.4.7](#)
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Language

Conventions of Standard English

1. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. **L.4.1**
 - a. Use relative pronouns and relative adverbs. **L.4.1.A**
 - b. Use the progressive verb tenses. **L.4.1.B**
 - c. Use modal auxiliaries to convey various conditions, such as can, may and must. **L.4.1.C**
 - d. Order adjectives within sentences according to conventional patterns. **L.4.1.D**
 - e. Use prepositional phrases. **L.4.1.E**
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.4.1.F**
 - g. Use frequently confused words, such as to, too, two; there, their, they're. **L.4.1.G**
 2. When writing: **L.4.2**
 - a. Demonstrate appropriate use of capitalization rules. **L.4.2.A**
 - b. Use commas and quotation marks to indicate direct speech and quotations for a text. **L.4.2.B**
 - c. Use a comma before a coordinating conjunction in a compound sentence. **L.4.2.C**
 - d. Consult reference materials as needed to check and correct spellings. **L.4.2.D**
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Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.4.3**
 - a. Choose words and phrases to convey ideas precisely. **L.4.3.A**
 - b. Choose punctuation for effect. **L.4.3.B**
 - c. Differentiate between formal and informal discourse patterns based on context. **L.4.3.C**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. **L.4.4**
 - a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. **L.4.4.A**
 - b. Use common affixes and roots as clues to the meaning of a word. **L.4.4.B**
 - c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. **L.4.4.C**
 - d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic. **L.4.4.D**
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **L.4.5**
 - a. Explain the meaning of simple similes and metaphors in context. **L.4.5.A**
 - b. Recognize and explain the meaning of common idioms, adages and proverbs. **L.4.5.B**
 - c. Demonstrate understanding of words by relating them to their synonyms and antonyms. **L.4.5.C**