

Grade 4

Reading Foundational Skills RF

Print Concepts

- 1 No Print Concepts Standard for grade 4. RF.4.1

Phonological Awareness

- 2 No Phonological Awareness Standard for grade 4. RF.4.2

Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.4.3
 - a Use combined knowledge of all phoneme-grapheme correspondences, syllabication patterns and morphology to accurately decode and encode unfamiliar multisyllabic words. RF.4.3.A

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

Reading Standards for Literature RL

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 in a text, 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 structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole. [RL.4.5](#)
- 6 Compare and contrast the point of view of first and third person narrators and the effect they have on the reader. [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, 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 and contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures. [RL.4.9](#)

Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. [RL.4.10](#)

Reading Standards for Informational Text [RI](#)

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](#)

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 and 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 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **RI.4.10**
-

Composition **C**

Text Types and Purpose

- 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 to connect sentences and paragraphs. **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 connect sentences and paragraphs. **C.4.2.D**
 - e Use grade-appropriate transitions to develop text structure in sentences and 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
-

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
-

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
-

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
-

- 1 When writing or speaking, demonstrate command of the conventions of General American 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

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 academic and non-academic discourse patterns based on context L.4.3.C

Vocabulary. Vocabulary Acquisition and Use VOCABULARY

- 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