North Carolina Extended Content Standards For English Language Arts

Grade 4

READING: LITERATURE

1 **CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Use details from the text to recount what the text says. RL.4.1

2 **CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Identify the theme of a familiar story, drama or poem. RL.4.2

3 **CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Use details from the text to describe characters in the story. RL.4.3

4 **RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine the meaning of words in a text. RL.4.4

5 **CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Identify elements that are characteristics of stories. RL.4.5

6 **CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Identify the narrator of a story with first person narration. RL.4.6

7 **CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Compare the text representation of a story to a visual, tactual, or oral version of the same story. RL.4.7

8 **CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

K-12 Not applicable to literature

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CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors

take.

9 Compare characters, settings, or events in stories, myths, or texts from different cultures. RL.4.9

10 CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time. RL.4.19

READING: INFORMATIONAL TEXT

1 CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1 Identify explicit details in an informational text. RI.4.1

2 CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2 Identify the main idea of a text when it is explicitly stated. RI.4.2

3 CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text. RI.4.3

4 CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

4 Determine meaning of words in text. RI.4.4

5 CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text RI.4.5

6 CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.

6 Compare own experience with a written account of the same experience. RI.4.6

7 CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7 Answer questions about information presented visually, orally, or quantitatively. RI.4.7

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CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8 Identify one or more details supporting a specific point in an informational text. RI.4.8

9 CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9 Compare details presented in two texts on the same topic. RI.4.9

10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. RI.4.10

Reading Foundational Skills

HANDWRITING

2 Uses letters to create written documents. RF.4.2

4 Apply letter-sound knowledge to decode words." RF.4.4

a Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. RF.4.4.A

b Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). RF.4.4.B

5 Engage in purposeful reading of text. RF.4.5

a Read text comprised of familiar words with accuracy and understanding. RF.4.5.A

b Use letter knowledge and context to support word recognition when reading. RF.4.5.B

WRITING

1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1 Write an opinion about topics or texts, supporting a point of view with reasons. W.4.1

a Select a topic or text and write an opinion about it. W.4.1.A

b List reasons to support the opinion. W.4.1.B

2 CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2 Write to share information supported by details. W.4.2

a Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. W.4.2.A

b List words, facts, or details related to the topic. W.4.2.B

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3 **CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- 3 Write about events or personal experiences. W.4.3
  - a Write about a personal experience including two events in sequence. W.4.3.A
  - b List words that describe an event or personal experience to use when writing about it. W.4.3.B

4 **CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**

- 4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others. W.4.4

5 **CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

- 5 Gather information about a topic from two or more sources for a research project. W.4.5

6 **CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- 6 Gather and sort information from personal experiences or a topic into given categories. W.4.6

9 **CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

10 **CCR Anchor Standard W.10 (in 2010 Standards) – 2010: 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 tasks, purposes, and audiences.**

Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING

1 **CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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1 Communicate with others in group interactions. SL.4.1

a Contribute ideas from prior knowledge of a text during discussions about the same text. SL.4.1.A

b With guidance and support, carry out assigned role in a discussion. SL.4.1.B

c Answer specific questions related to information in a discussion. SL.4.1.C

d Identify the key ideas in a discussion. SL.4.1.D

2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2 Ask and answer questions about details from a text read aloud or information presented orally or through other media. SL.4.2

3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

3 Identify a point that the speaker makes. SL.4.3

4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4 Communicate opinion on a familiar topic or text in an organized manner. SL.4.4

5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5 Add audio recordings or visuals to a presentation about a personally relevant topic. SL.4.5

6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

6 Integrated into SL.4 SL.4.6

LANGUAGE

1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.

1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating. L.4.1

2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing. L.4.2

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3 **CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.**

- 3 Use language to achieve desired outcomes when communicating. L.4.3
  - a Use language to express emotion. L.4.3.A
  - b Communicate effectively with peers and adults. L.4.3.B

4 **CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- 4 Demonstrate knowledge of word meanings drawn from grade 4 content. L.4.4

5 **CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

- 5 Demonstrate understanding of word relationships and use. L.4.5
  - a Use common idioms (e.g., no way, not a chance, you bet). L.4.5.A
  - b Demonstrate understanding of opposites. L.4.5.B

6 **CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- 6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. L.4.6