

Grade 4

Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing [4.1](#)

- 1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. [4.RL.KID.1](#)

- 2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. [4.RL.KID.2](#)

- 3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. [4.RL.KID.3](#)

- 4** Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. [4.RL.CS.5](#)

- 5** Make connections between the print version of a story or drama and a visual or oral presentation of the same text. [4.RL.IKI.7](#)

- 6** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently , with scaffolding at the high end as needed. [4.RI.RRTC.10](#)

- 7** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. [4.RI.KID.1](#)

- 8** Determine the main idea of a text and explain how it is supported by key details; summarize a text. [4.RI.KID.2](#)

- 9** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. [4.RI.KID.3](#)

- 10** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it. [4.RI.IKI.7](#)

- 11** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. [4.RI.RRTC.10](#)

12 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. 4.SL.CC.2

Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions 4.2

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- 1 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. 4.RL.CS.5**
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- 2 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. 4.RI.KID.3**
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- 3 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. 4.RI.IKI.7**
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- 4 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. 4.SL.CC.1**
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- 5 Write informative/explanatory texts to examine a topic and convey ideas and information. 4.W.TTP.2**
- a Introduce a topic. 4.W.TTP.2.A
 - b Group related information in paragraphs and sections. 4.W.TTP.2.B
 - c Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. 4.W.TTP.2.C
 - d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.TTP.2.D
 - e Provide a conclusion related to the information or explanation presented. 4.W.TTP.2.E
 - f Link ideas within categories of information using words and phrases. 4.W.TTP.2.F
 - g Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.TTP.2.G
 - h Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.2.H
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- 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 technology skills to type a complete product in a single sitting as defined in W.1-3. 4.W.PDW.6**
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Speak and write about grade-appropriate complex literary and informational texts and topics 4.3

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- 1 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. 4.RL.CS.5**
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- 2 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. 4.RL.CS.6**
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- 3 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** 4.RL.IKI.9
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- 4 Determine the main idea of a text and explain how it is supported by key details; summarize a text.** 4.RI.KID.2
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- 5 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.** 4.RI.KID.3
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- 6 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.** 4.RI.CS.5
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- 7 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.** 4.RI.CS.6
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- 8 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** 4.RI.IKI.9
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- 9 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.** 4.SL.PKI.4
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- 10 Write informative/explanatory texts to examine a topic and convey ideas and information.** 4.W.TTP.2
- a Introduce a topic. 4.W.TTP.2.A
 - b Group related information in paragraphs and sections. 4.W.TTP.2.B
 - c Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. 4.W.TTP.2.C
 - d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.TTP.2.D
 - e Provide a conclusion related to the information or explanation presented. 4.W.TTP.2.E
 - f Link ideas within categories of information using words and phrases. 4.W.TTP.2.F
 - g Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.TTP.2.G
 - h Apply language standards addressed in the Foundational Literacy standards 4.W.TTP.2.H
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- 11 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.** 4.W.TTP.3
- a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. 4.W.TTP.3.A
 - b Organize an event sequence that unfolds naturally and logically. 4.W.TTP.3.B

- c Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.TTP.3.C
- d Use a variety of transitional words and phrases to manage the sequence of events. 4.W.TTP.3.D
- e Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. 4.W.TTP.3.E

Construct grade-appropriate oral and written claims and support them with reasoning and evidence 4.4

- 1 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.** 4.RL.CS.6
- 2 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.** 4.RI.KID.1
- 3 Explain how an author uses reasons and evidence to support particular points in a text.** 4.RI.IKI.8
- 4 Identify the reasons and evidence a speaker provides to support particular points.** 4.SL.CC.3
- 5 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.** 4.SL.PKI.4
- 6 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** 4.W.TTP.1
 - a Introduce a topic or text. 4.W.TTP.1.A
 - b Develop an opinion with reasons that are supported by facts and details. 4.W.TTP.1.B
 - c Create an organizational structure in which related ideas are grouped to support the writer's purpose. 4.W.TTP.1.C
 - d Provide a concluding statement or section related to the opinion presented. 4.W.TTP.1.D
 - e Link opinion and reasons using words and phrases. 4.W.TTP.1.E
 - f Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.1.F
- 7 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.** 4.W.RBPK.9

Conduct research and evaluate and communicate findings to answer questions or solve problems 4.5

- 1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.** 4.FL.VA.7A
 - i Use context as a clue to the meaning of a word or phrase. 4.FL.VA.7A.I

- ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.FL.VA.7A.II
- iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.FL.VA.7A.III

2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.FL.VA.7B

- i Explain the meaning of simple similes and metaphors in context. 4.FL.VA.7B.I
- ii Recognize and explain the meaning of common idioms and proverbs. 4.FL.VA.7B.II
- ii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. 4.FL.VA.7B.III

3 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. 4.FL.VA.7C

4 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. 4.RI.KID.1

5 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. 4.SL.PKI.4

6 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.W.RBPK.7

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources 4.W.RBPK.8

8 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading. 4.W.RBPK.9

Analyze and critique the arguments of others orally and in writing 4.6

1 Compare and contrast the point of view from which different stories are narrated. 4.RL.CS.6

2 Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.IKI.8

3 Identify the reasons and evidence a speaker provides to support particular points. 4.SL.CC.3

4 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4.W.TTP.1

- a Introduce a topic or text. 4.W.TTP.1.A

- b Develop an opinion with reasons that are supported by facts and details. 4.W.TTP.1.B
- c Create an organizational structure in which related ideas are grouped to support the writer's purpose. 4.W.TTP.1.C
- d Provide a concluding statement or section related to the opinion presented. 4.W.TTP.1.D
- e Link opinion and reasons using words and phrases. 4.W.TTP.1.E
- f Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.1.F

Adapt language choices to purpose, task, and audience when speaking and writing 4.7

- 1 Read with sufficient accuracy and fluency to support comprehension.** 4.FL.F.5
 - a Read grade-level text with purpose and understanding. 4.FL.F.5.A
 - b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.FL.F.5.B
 - c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 4.FL.F.5.C
- 2 Compare and contrast the point of view from which different stories are narrated.** 4.RL.CS.6
- 3 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.** 4.SL.PKI.6
- 4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)** 4.W.PWD.5
- 5 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 technology skills to type a complete product in a single sitting as defined in W.1-3.** 4.W.PDW.6

Determine the meaning of words and phrases in oral presentations and literary and informational text 4.8

- 1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.** 4.FL.VA.7A
 - I Use context as a clue to the meaning of a word or phrase. 4.FL.VA.7A.I
 - II Use common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.FL.VA.7A.II
 - III Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.FL.VA.7A.III
- 2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** 4.FL.VA.7B

- i Explain the meaning of simple similes and metaphors in context. 4.FL.VA.7B.I
- ii Recognize and explain the meaning of common idioms and proverbs. 4.FL.VA.7B.II
- iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings 4.FL.VA.7B.III

3 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. 4.FL.VA.7C

4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. 4.RL.CS.4

5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text. 4.RL.CS.5

6 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. 4.RI.CS.4

Create clear and coherent grade-appropriate speech and text 4.9

1 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly 4.FL.WC.4

- a Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. 4.FL.WC.4.A
- b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. 4.FL.WC.4.B
- c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. 4.FL.WC.4.C
- d Write most common, frequently used words and most irregular words. 4.FL.WC.4.D
- e Consult reference materials, including beginning dictionaries, to check and correct spelling. 4.FL.WC.4.E
- f Print legibly in manuscript; write many upper and lowercase letters in cursive. 4.FL.WC.4.F

2 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. 4.SL.PKI.4

3 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4.W.TTP.1

- a Introduce a topic or text. 4.W.TTP.1.A

- b Develop an opinion with reasons that are supported by facts and details. 4.W.TTP.1.B
 - c Create an organizational structure in which related ideas are grouped to support the writer's purpose. 4.W.TTP.1.C
 - d Provide a concluding statement or section related to the opinion presented. 4.W.TTP.1.D
 - e Link opinion and reasons using words and phrases. 4.W.TTP.1.E
 - f Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.1.F
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4 Write informative/explanatory texts to examine a topic and convey ideas and information. 4.W.TTP.2

- a Introduce a topic. 4.W.TTP.2.A
 - b Group related information in paragraphs and sections. 4.W.TTP.2.B
 - c Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. 4.W.TTP.2.C
 - d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.TTP.2.D
 - e Provide a conclusion related to the information or explanation presented. 4.W.TTP.2.E
 - f Link ideas within categories of information using words and phrases. 4.W.TTP.2.F
 - g Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.TTP.2.G
 - h Apply language standards addressed in the Foundational Literacy standards. 4.W.TTP.2.H
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5 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. 4.W.TTP.3

- a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. 4.W.TTP.3.A
- b Organize an event sequence that unfolds naturally and logically. 4.W.TTP.3.B
- c Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.TTP.3.C
- d Use a variety of transitional words and phrases to manage the sequence of events. 4.W.TTP.3.D
- e Provide a conclusion that follows from the narrated experiences or events. 4.W.TTP.3.E
- f Use precise words and phrases and use sensory details to convey experiences and events. 4.W.TTP.3.F

6 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 4.W.PDW.4

7 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.) 4.W.PWD.5

8 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. 4.W.RW.10

Make accurate use of standard English to communicate in grade appropriate speech and writing 4.10

1 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. 4.FL.SC.6

- a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. 4.FL.SC.6.A
 - b Form and use the perfect verb tense. 4.FL.SC.6.B
 - c Use verb tense to convey various times, sequences, states, and conditions. 4.FL.SC.6.C
 - d Recognize and correct inappropriate shifts in verb tense. 4.FL.SC.6.D
 - e Use correlative conjunctions. 4.FL.SC.6.E
 - f Use punctuation to separate items in a series. 4.FL.SC.6.F
 - g Use a comma to separate an introductory element from the rest of the sentence. 4.FL.SC.6.G
 - h Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. 4.FL.SC.6.H
 - i Use underlining, quotation marks, or italics to indicate titles of works. 4.FL.SC.6.I
 - j Write multiple cohesive paragraphs on a topic. 4.FL.SC.6.J
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2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 4.FL.VA.7A

- i Use context as a clue to the meaning of a word or phrase. 4.FL.VA.7A.I
 - ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.FL.VA.7A.II
 - iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.FL.VA.7A.III
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3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.FL.VA.7B

- i Explain the meaning of simple similes and metaphors in context. 4.FL.VA.7B.I
 - ii Recognize and explain the meaning of common idioms and proverbs. 4.FL.VA.7B.II
 - iii Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings 4.FL.VA.7B.III
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4 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. 4.FL.VA.7C

5 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text 4.RL.KID.1

6 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. 4.RL.KID.2

7 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. 4.RL.KID.3

8 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. 4.SL.PKI.6

9 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. 4.W.RW.10