

# Grade 4

Adopted 2018

## Reading Literature

- 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.** [RL.1](#)
  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](#)

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- 2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** [RL.2](#)
  2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2](#)

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- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** [RL.3](#)
  3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. [RL.4.3](#)

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- 4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** [RL.4](#)
  4. Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. [RL.4.4](#)

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- 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.** [RL.5](#)
  5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. [RL.4.5](#)

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- 6. Assess how point of view, perspective, or purpose shapes the content and style of a text.** [RL.6](#)
  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](#)

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

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
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**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. RL.8**

K-12 not applicable to literature.

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**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. RL.9**

9. Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. RL.4.9
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**10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. RL.10**

10. By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RL.4.10
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**Reading Informational Text**

**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. RI.1**

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
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**2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. RI.2**

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.2
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**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.3**

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

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.4

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**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. RI.5**

5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.5

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**6. Assess how point of view, perspective, or purpose shapes the content and style of a text. RI.6**

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

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**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RI.7**

7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RI.4.7

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**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. RI.8**

8. Explain how an author uses reasons and evidence to support particular points in a text. RI.4.8

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**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. RI.9**

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.9

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**10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. RI.10**

10. By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RI.4.10

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## Reading Foundational Skills

### Handwriting

2. Create readable documents through legible handwriting (cursive). RF.4.2

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### Phonics and Word Recognition

4. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. RF.4.4.A

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## Fluency

5. Read with sufficient accuracy and fluency to support comprehension. **RF.4.5**
    - a. Read on-level text with purpose and understanding. **RF.4.5.A**
    - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.4.5.B**
    - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.4.5.C**
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## Writing

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.1****
  1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.4.1**
    - a. Organize information and ideas around a topic to plan and prepare to write. **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. Link opinion and reasons using words and phrases. **W.4.1.D**
    - e. Provide a concluding statement or section related to the opinion presented. **W.4.1.E**
    - f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. **W.4.1.F**

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**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.** W.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2
  - a. Organize information and ideas around a topic to plan and prepare to write. W.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. W.4.2.B
  - c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2.C
  - d. Link ideas within categories of information using words and phrases. W.4.2.D
  - e. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E
  - f. Provide a concluding statement or section related to the information or explanation presented. W.4.2.F
  - g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. W.4.2.G

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

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.3
  - a. Organize information and ideas around a topic to plan and prepare to write. W.4.3.A
  - b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3.B
  - c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3.C
  - d. Use a variety of transitional words and phrases to manage the sequence of events. W.4.3.D
  - e. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.4.3.E
  - f. Provide a conclusion that follows from the narrated experiences or events. W.4.3.F
  - g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. W.4.3.G

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

4. With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. W.4.4

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**5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.5**

5. Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.5

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**6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.6**

6. 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.4.6

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**Speaking and Listening**

**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. SL.1**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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

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**2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.2**

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.2

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**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.3**

3. Identify the reasons and evidence a speaker provides to support particular points. SL.4.3

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**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.** SL.4

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; adjust speech as appropriate to formal and informal discourse. SL.4.4

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**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.5

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## Language

**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.** L.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. L.4.1

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum L.4.2

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**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 when reading or listening.** L.3

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 contexts that call for formal English and situations where informal discourse is appropriate. L.4.3.C

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

4. Determine and/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: context clues, word parts, word relationships, and reference materials. L.4.4

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**5. Demonstrate understanding of figurative language and nuances in word meanings. L.5**

5. Demonstrate understanding of figurative language 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 opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.4.5.C

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**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. L.6**

6. 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. L.4.6