CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 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 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills:

- **Apply appropriate strategies before reading, viewing, or listening to texts to:**
- Preview and survey the text.
- Access prior knowledge about the text.
- Set a purpose for reading and formulate appropriate questions.
- Make predictions.
- Identify genre.

- **Apply appropriate strategies to monitor understanding during reading, viewing, or listening to texts to:**
  - Reread as necessary.
  - Determine main ideas of portions of the text.
  - Periodically restate, retell, paraphrase, summarize and/or synthesize information.
  - Connect ideas within the text.
  - Make, confirm, and/or modify questions, inferences, and predictions.
  - Identify possible themes.
- **Apply a questioning schema to generate (either orally or in writing) text-specific questions at varying levels of cognitive demand.**

- **Select only relevant textual evidence when responding either orally or in writing to text-specific questions.**

  - **Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to texts to:**
  - Determine and explain the main idea (explicit or inferred) of the text.
  - Summarize the text.
  - Identify what is directly stated in the text by citing specific details and examples from the text.

- Explain inferences, conclusions and generalizations by citing appropriate details and examples from the text.
- Synthesize information and ideas.
- Confirm and/or modify predictions about the text.
- Connect prior knowledge or experience to the text.

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

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

RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Essential Skills:

- **Summarize a literary text either orally or in writing to:**
  - Determine the key events from the beginning, middle, and end of the text.
  - Analyze narrative elements of the text, including character(s), setting, and plot.
  - Identify and explain plot-based structure, including sequence/chronology, problem/solution, cause/effect.

- **Analyze details about characters, setting, and plot in a literary text to infer possible themes to:**
  - Differentiate between a topic and a theme.
  - Differentiate between a literary theme and a message, lesson, or moral.
  - Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

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

RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Essential Skills:

- **Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters.**
- **Analyze the setting or an aspect of the setting (e.g. time, place, historical backdrop, and determine its contribution to the mood and/or the plot).**
- **Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood).**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, 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 those that allude to significant characters found in mythology (e.g., Herculean).

Essential Skills:

- **Use sentence-level context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
- **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).**
- **Explain the meaning of figurative language, including simple similes and metaphors (e.g., as pretty as a picture) in context.**
- **Recognize and explain the meaning of common idioms, adages, and proverbs.**
- **Differentiate between denotation and connotation.**
- **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**
- **Apply an understanding of the term *allusion* by identifying and explaining mythological allusions found in literature in the Grades 4–5 text complexity band.**
- **Analyze how word choice affects meaning.**
- **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. (CCSS 4 L4.c)**

Reading Standards for Literature: Grade 4

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 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 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Essential Skills:

- **Analyze the details and events in structural elements of a literary text (e.g., chapters, scenes, stanzas, stories, dramas, and poems).**
- **Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution).**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

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

RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Essential Skills:

- **Apply an understanding of point of view as a literary term.**
- **Analyze word choice to determine the point of view of a literary text (e.g., first person, third person narration).**
- **Describe the narrator's relationship to the characters.**
- **Compare and contrast a first person narrative with a third person narrative.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

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

RL 4.7: 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.

Essential Skills:

- **Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies.**

Compare and contrast a visual or oral presentation of a text (e.g., a film, live performance, etc.) to its print version, noting specific instances of similarity and/or difference.

- **Support inferences and conclusions with relevant textual evidence.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

NOTE: RL 8 not applicable to literature

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 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 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Essential Skills:

- **Determine patterns in topics, themes, and events in various works of literature.**
- **Support inferences about the relationship between text features with relevant textual evidence.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Skills:

- **Demonstrate understanding of a wide variety of increasingly complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.**
- **Demonstrate understanding of assigned literary texts of steadily increasing complexity.**
- **Use self-selected literary texts to explore personal interests and learn about themselves as readers.**
- **Set personal goals and conference regularly with adults and peers to improve reading.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: RESPONDING TO LITERATURE

Anchor Standard 11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL 4.11: Recognize and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events and situations.

a. Self-select text based upon personal preferences.

Essential Skills:

- **Make connections between texts and personal experiences.**
- **Relate texts to other cultural knowledge and experiences.**

General Note

- Participate actively and appropriately in discussions about literary texts.
- Demonstrate command of the conventions of standard English when writing about or discussing literary texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks: