READING FOUNDATIONAL SKILLS

Print Concepts

RF.4.1	No Print Concepts Standard for grade 4.

READING FOUNDATIONAL SKILLS

Phonological Awareness

RF.4.2	No Phonological Awareness Standard for grade 4.

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.

READING FOUNDATIONAL SKILLS

Fluency

RF.4.4	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING STANDARDS for LITERATURE

Key Ideas and Details

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.

READING STANDARDS for LITERATURE

Key Ideas and Details

RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.

READING STANDARDS for LITERATURE

Key Ideas and Details

RL.4.3	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.

READING STANDARDS for LITERATURE

Craft and Structure

RL.4.4	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.

READING STANDARDS for LITERATURE	
Craft and Structure	
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

READING STANDARDS for LITERATURE	
Craft and Structure	
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

READING STANDARDS for LITERATURE	
Integration of Knowledge and Ideas	
RL.4.7	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.

READING STANDARDS for LITERATURE	
Integration of Knowledge and Ideas	
RL.4.8	(Not applicable to literature)

READING STANDARDS for LITERATURE

Integration of Knowledge and Ideas

RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.

READING STANDARDS for LITERATURE

Range of Reading and Level of Text Complexity

RL.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

READING STANDARDS for INFORMATIONAL TEXT

Key Ideas and Details

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

READING STANDARDS for INFORMATIONAL TEXT

Key Ideas and Details

RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

READING STANDARDS for INFORMATIONAL TEXT

Key Ideas and Details

RI.4.3	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.

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

RI.4.4	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.

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

RI.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.

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.4.7	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.

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.4.9	Integrate information from two or more texts on the same theme or topic.

READING STANDARDS for INFORMATIONAL TEXT

Range of Reading and Level of Text Complexity

RI.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

COMPOSITION

Text Types and Purposes	
C.4.1	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. Provide reasons that are supported by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

COMPOSITION

Text Types and Purposes	
C.4.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

COMPOSITION

Text Types and Purposes	
C.4.3	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. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

COMPOSITION

Production and Distribution	
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

COMPOSITION	
Research to Build and Present Knowledge	
C.4.5	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

COMPOSITION	
Research to Build and Present Knowledge	
C.4.6	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.

COMPOSITION	
Range of Writing	
C.4.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

LANGUAGE	
Conventions of Standard English	
L.4.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.

LANGUAGE

Conventions of Standard English

L.4.2	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.

LANGUAGE

Knowledge of Language

L.4.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.

LANGUAGE

Vocabulary Acquisition and Use

L.4.4	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. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarity the precise meaning of key words and phrases. 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.

LANGUAGE

Vocabulary Acquisition and Use

L.4.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.