

Fourth Grade English Language Arts Common Core Standards

Reading Standards for Literature – Grade 4

Key Ideas and Details	
	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Identify important ideas in a text (including some longer and more complex narratives)
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Form implicit questions and search for answers in the text while listening and during discussion ✓ Provide specific examples and evidence from personal experience to support thinking beyond the text
	<i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Report important ideas from the text in an organized way, either orally or in writing ✓ State opinions about a text and show evidence to support them
	2. Determine a theme of a story, drama, or poem from details in the text, summarize the text.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Identify and discuss the problem, the events of the story, and the problem resolution ✓ Summarize longer narrative text with multiple episodes either orally or in writing ✓ Remember the story problem and significant details over the reading of a longer text in order to continue constructing meaning ✓ Write summaries that reflect literal understanding of a text
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Reflect awareness of the author’s underlying messages (themes)
	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).
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Notice and remember attributes and actions that will help in understanding character development ✓ Provide details that are important to understanding the relationships among plot, setting, and character traits
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Apply inferring to multiple characters and complex plots, with some subplots
Craft and Structure	
	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).
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Understand connotative meaning and figurative use of words ✓ Recognize the use of figurative language or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of the text. ✓ Include details that show a character’s traits

	<p>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.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections to other texts by topic, major ideas, authors’ styles, and genres
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize and discuss the differences between narrative and other structures ✓ Notice and discuss aspects of genres ✓ Notice combined genres in hybrid text
	<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize the narrator of the text and discuss how the choice of first or third person point of view contributes to the effectiveness of the writing ✓ Identify point of view
Integration of Knowledge and Ideas	
	<p>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.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Interpret and respond to illustrations ✓ Derive and record information from graphics
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole
	<p>8. (Not applicable to literature)</p>
	<p>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.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections to other texts by topic, major ideas, authors’ styles, and genres ✓ Use knowledge from one text to help in understanding diverse cultures and setting encountered in new texts ✓ Make connections to other texts by topic, major ideas, authors’ styles, and genres
Range of Reading and Level of Text Complexity	
	<p>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.</p>
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 4-5</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 770-980 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level S (end of 4th grade)

A Network of Processing Systems for Reading



Reading Standards for Informational Texts – Grade 4

Key Ideas and Details	
	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text ✓ Infer causes of problems or of outcomes in fiction and nonfiction text
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text
	<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing ✓ Include appropriate and important details when summarizing texts
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Identify main ideas and supporting details
	<p>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.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Include important details from the content of an informational text
Craft and Structure	
	<p>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.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Add new vocabulary words to known words and use them in discussion and in writing ✓ Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words ✓ Notice new and interesting words, record them, and actively add them to speaking or writing vocabulary ✓ Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing ending and prefixes) ✓ Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge ✓ Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words)

	<p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution ✓ Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) ✓ Understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect) ✓ Show how a text is organized ✓ Show awareness of temporal sequence, compare and contrast, cause and effect, and problem and solution ✓ Comment on how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts
	<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective ✓ Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader’s own ✓ Draw conclusions from information
<p>Integration of Knowledge and Ideas</p>	
	<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Use a full range of readers’ tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and discuss why the writer used graphic features such as tables, heading, subheading, sidebars, legends ✓ Assess how graphics add to the quality of the text or provide additional information ✓ Comment on the writer’s use of graphic tools and effective ways of placing them in the text
	<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Identify main ideas and supporting details
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions

	<ul style="list-style-type: none"> ✓ Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text ✓ Understand, talk about, and/or write or draw when a writer has used underlying organizational structures ✓ Identify multiple points of view ✓ Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text ✓ Critique the quality or accuracy of a text, citing evidence for opinions
	<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Reflect both prior knowledge and evidence from the text in responses to texts
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections to other texts by topic, major ideas, authors' styles, and genres ✓ Make connections between the text and other texts that have been read or heard ✓ Mentally form categories of related information and revise them as new information is acquired across the text
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Identify similarities across texts
<p>Range of Reading and Level of Text Complexity</p>	
	<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 4-5</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 770-980 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level S (end of 4th grade)

Reading Standards: Foundational Skills – Grade 4

Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
	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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	<i>Phonics, Spelling and Word Study (Spelling Patterns)</i> ✓ Notice and use frequently appearing syllable patterns in multisyllable words
	<i>Phonics, Spelling and Word Study (Word Structure)</i> ✓ Recognize and use syllables
	<i>Phonics, Spelling and Word Study (Word Solving Action)</i> ✓ Connect words that are related to each other because they have the same base or root word (direct, direction, directional)
	<i>Phonics, Spelling and Word Study</i> ✓ Read/Write 4 th Grade high-frequency words ✓ Words Their Way End of the Year Spelling Stage Goal: middle syllables and affixes
	<i>Thinking Within the text</i> ✓ Solve multisyllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts ✓ Understand connotative meanings of words ✓ Take apart words with frequently appearing syllable patterns in multisyllable words *-en in enter. Adventure; -o in ago, omen Recognize words that have multiple meanings. Homographs and homophones
Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.
	a. Read on-level text with purpose and understanding.
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	<i>Thinking Within the Text</i> ✓ Reread to solve words or think about ideas and resume good rate of reading ✓ Read dialogue with phrasing and expression that reflects understanding of character and events ✓ Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Writing Standards – Fourth Grade

Text Types and Purposes	
	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	a. 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.
	b. Provide reasons that are supported by facts and details.
	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).
	d. Provide a concluding statement or section related to the opinion presented.
	<i>Writing (Essay)</i> <ul style="list-style-type: none"> ✓ Begin with a title or opening that tells the reader what is being argued or explained and end with a conclusion ✓ Provide a series of clear arguments or reasons to support the argument ✓ Use opinions supported by facts
	<i>Writing (Organization)</i> <ul style="list-style-type: none"> ✓ Present ideas clearly and in a logical sequence or categories ✓ Introduce ideas followed by supportive details and examples
	<i>Writing (Language Use)</i> <ul style="list-style-type: none"> ✓ Use a variety of transitions and connections (words, phrases, sentences, and paragraphs)
	<i>Writing (Voice)</i> <ul style="list-style-type: none"> ✓ Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic
	<i>Writing (Drafting/Revising)</i> <ul style="list-style-type: none"> ✓ Create paragraphs that group related ideas
	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Provide a concluding statement or section related to the information or explanation presented.
	<i>Writing (Expository nonfiction)</i> <ul style="list-style-type: none"> ✓ Understand that a report may include several categories about the same topic ✓ Understand that a report has an introductory section, followed by more information in sections or categories ✓ Use quotes from experts (written text, speeches or interviews) ✓ Use descriptive and specific vocabulary ✓ Use new vocabulary specific to the topic

	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ✓ Include illustrations, charts, or diagrams to inform or persuade the reader
	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Clearly show topics and subtopics and indicate them with headings and subheadings in expository writing ✓ Support ideas with facts, details, examples and explanations from multiple authorities
	<p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ✓ Select precise words to reflect the intended message or meaning
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Add transitional words and phrases to clarify meaning and make the writing smoother
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
	<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>
	<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>
	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	<p><i>Writing (Memoir)</i></p> <ul style="list-style-type: none"> ✓ Select and write personal experiences as “small moments” or experiences and share thinking and feelings about them ✓ Describe characters by how they look, what they do, say, and think and what others say about them
	<p><i>Writing (Short fiction)</i></p> <ul style="list-style-type: none"> ✓ Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of event and ending ✓ Develop an interesting story with believable characters involved in a plot, with events ordered by time ✓ End a narrative with a problem solution and a satisfying conclusion
	<p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ✓ Use descriptive language and dialogue to present characters/subject who appear and develop in memoir, biography
	<p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ✓ Use memorable or vivid words (gigantic, desperate) ✓ Use words that convey an intended mood or effect
	<p><i>Writing (Voice)</i></p> <ul style="list-style-type: none"> ✓ Produce narratives that are engaging, honest, and reveal the person behind the writing
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Establish an initiating event in a narrative with a series of events flowing from it ✓ Establish the situation, plot or problem, and point of view in fiction drafts
<p>Production and Distribution of Writing</p>	
	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are</p>

	defined in standards 1–3 above.)
	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Present ideas clearly and in a logical sequence or categories ✓ Organize information according to purpose ✓ Clearly communicate main points
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ✓ Take audience and purpose into account when choosing a topic ✓ Understand a range for genres and forms and select from them according to topic and purpose
	5. 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 Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Generate and expand ideas through talk with peers and teacher ✓ Look for ideas and topics in personal experiences, shared through talk ✓ Get ideas from other books and writers about how to approach a topic
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Understand the role of the writer, teacher or peer writer in conference ✓ Understand revision as a means for making written messages stronger and clearer to readers ✓ Change writing in response to peer or teacher feedback ✓ Understand that a writer rereads and revises while drafting (recursive process) ✓ Know how to use an editing/proofreading checklist
	<p><i>Writing (Viewing self as a writer)</i></p> <ul style="list-style-type: none"> ✓ Show interest and work at crafting good writing, incorporating new learning from instruction ✓ Self-evaluate own writing and talk about what is good about it and what techniques are used
	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 keyboarding skills to type a minimum of one page in a single sitting.
	<p><i>Writing (Handwriting/Word-Processing)</i></p> <ul style="list-style-type: none"> ✓ Use word processor to get ideas down, revise, edit, and publish ✓ Use efficient keyboarding skills to create drafts, revise, edit, and publish
	<p><i>Writing (Editing and Proofreading)</i></p> <ul style="list-style-type: none"> ✓ Use spell check on the computer, monitoring changes carefully ✓ Use grammar check on the computer, monitoring changes carefully
Research to Build and Present Knowledge	
	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	<p><i>Writing About Reading (Information Writing)</i></p> <ul style="list-style-type: none"> ✓ Short report utilizing information from one or more texts ✓ Include important details from the content of an informational text
	<p><i>Writing (Expository nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Understand that feature articles and reports require research and organization

	<ul style="list-style-type: none"> ✓ Write with focus on a topic, including several aspects (report)
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Determine when research is necessary to cover a topic adequately ✓ Conduct research to gather information in planning a writing project (for example, live interviews, Internet, artifacts, books)
	<p>8. 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.</p>
	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ✓ Take topics from stories or everyday observations
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Take notes from interviews or observation ✓ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic ✓ Create categories of information ✓ Use notes to record and organize information ✓ Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Use footnotes to add information
	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>a. Apply grade 4 Reading standards to literature (e.g., “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].”).</p>
	<p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
	<p><i>Writing About Reading (Thinking Within/Beyond the Text)</i></p> <ul style="list-style-type: none"> ✓ Provide evidence from the text or personal experience to support written statements about a text ✓ Represent important information about a fiction text (characters, problems, sequence of events, problem resolution) ✓ Provide details that are important to understanding the relationship among plot, setting and character traits ✓ Reflect both prior knowledge and evidence from the text in responses to text ✓ Express a wide range of predictions using (and including) information as evidence from the text ✓ Infer characters’ feeling and motivations and include evidence from the text to support thinking ✓ Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy or craft of a text ✓ Write statements of the underlying message or theme of the story and include examples from the text or rationales
	<p><i>Writing (Short Fiction)</i></p> <ul style="list-style-type: none"> ✓ Describe the setting with appropriate detail
	<p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ✓ State a point of view and provide evidence
<p>Range of Writing</p>	

	10. 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 discipline-specific tasks, purposes, and audiences.
	<i>Writing (Organization)</i> ✓ Choose a narrative or informational genre and organize the text
	<i>Writing (Language Use)</i> ✓ Vary language and style as appropriate to audience and purpose
	<i>Writing (Rehearsing/Planning)</i> ✓ Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting ✓ Gather a variety of entries (character map, timeline, sketches, observations, freewrites, draft, lists) in a writer’s notebook ✓ Think through a topic, focus, organization and audience ✓ Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; questions and answer books; illustration-only books)
	<i>Writing (Drafting/Revising)</i> ✓ Provide insight as to why an incident or event is memorable ✓ Reread and revise the discovery draft or rewrite sections to clarify meaning ✓ Reread writing to rethink and make changes
	<i>Writing (Viewing self as a Writer)</i> ✓ Write in a variety of genres across the year ✓ View self as a writer ✓ Notice what makes writing effective and name the craft or technique ✓ Produce a reasonable quantity of writing within the time available ✓ Compare previous to revised writing and notice and talk about the differences ✓ Self-evaluate pieces of writing in light of what is known about a genre

Speaking and Listening Standards – Fourth Grade

Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> b. Follow agreed-upon rules for discussions and carry out assigned roles.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	<i>Oral, Visual, and Technological Communication (Social Interactions)</i> <ul style="list-style-type: none"> ✓ Use conversational techniques that encourage others to talk
	<i>Oral, Visual, and Technological Communication (Discussion)</i> <ul style="list-style-type: none"> ✓ Ask clear questions and follow-up questions
	<i>Oral, Visual, and Technological Communication (Content)</i> <ul style="list-style-type: none"> ✓ Express opinions and support with evidence ✓ Express and reflect on feelings of self and others
	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	<i>Oral, Visual, and Technological Communication (Discussion)</i> <ul style="list-style-type: none"> ✓ Restate points that have been made and extend or elaborate them ✓ Recall information, big ideas, or point made by others in conversation or from presentations by students or teachers
	3. Identify the reasons and evidence a speaker provides to support particular points.
	<i>Oral, Visual, and Technological Communication (Presentation/Ideas and Content)</i> <ul style="list-style-type: none"> ✓ Add evaluative comments, making clear that opinion is being stated (I think...)
Presentation of Knowledge and Ideas	
	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; speak clearly at an understandable pace.
	<i>Oral, Visual, and Technological Communication (Presentation/Organization)</i> <ul style="list-style-type: none"> ✓ Make points in logical order, keeping audience in mind ✓ Sequence ideas, examples, and evidence in a way that shows their relationship
	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
	<i>Oral, Visual, and Technological Communication (Technology/Media)</i> <ul style="list-style-type: none"> ✓ Use visual displays as appropriate (diagrams, charts, illustrations)
	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

Oral, Visual, and Technological Communication (Presentation/Conventions)

- ✓ Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs)

Language Standards – Fourth Grade

Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).
	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.
	c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
	e. Form and use prepositional phrases.
	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*
	<i>Writing (Conventions)</i> ✓ Use nouns and pronouns that are in agreement (Mike/he) ✓ Use indefinite and relative pronouns correctly (me, him, her; I, he, she) ✓ Use adjectives and adverbs correctly ✓ Use prepositions and prepositional phrases correctly ✓ Use conventional sentence structure for complex sentences with embedded clauses ✓ Edit for grammar
	<i>Writing (Craft)</i> ✓ Use a variety of sentence structures and lengths
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Use correct capitalization.
	b. Use commas and quotation marks to mark direct speech and quotations from a text.
	c. Use a comma before a coordinating conjunction in a compound sentence.
	d. Spell grade-appropriate words correctly, consulting references as needed.
	<i>Writing (Conventions)</i> ✓ Use capital letters correctly in dialogue ✓ Use more complex capitalization with increasing accuracy, such as abbreviations and quotation marks in split dialogue ✓ Use commas to identify a series and to introduce clauses ✓ Use spell check on the computer, monitoring changes carefully ✓ Use a dictionary to check on spelling and meaning
	<i>Phonics, Spelling and Word Study</i> ✓ Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency word (working toward automatic knowledge of the five hundred most frequent)
Knowledge of Language	
	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 contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	<i>Writing (Conventions)</i> ✓ Learn about the possibility of using punctuation and its effect on readers by studying mentor texts
	<i>Writing (Craft)</i> ✓ Select precise words to reflect the intended message or meaning
	<i>Writing (Process)</i> ✓ Understand how the writing meets the needs of a specific reader or audience
	<i>Oral, Visual, and Technological Communication</i> ✓ Use language appropriate to oral presentation words (rather than literary language or slang)
Vocabulary Acquisition and Use	
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range 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, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).
	c. 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.
	<i>Writing (Conventions)</i> ✓ Correctly spell words that have been studied ✓ Be aware of the spelling of common suffixes
	<i>Phonics, Spelling and Word Study (Word Structure)</i> ✓ Recognize and use common prefixes as well as prefixes that refer to numbers ✓ Use the context of a sentence, paragraph, or whole text to help determine the precise meaning of a word
	<i>Reading (Thinking Within the Text)</i> ✓ Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes) ✓ Use readers' tools such as glossaries, dictionaries, pronunciation guides to solve words, including difficult proper nouns or technical words
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	<i>Writing (Craft)</i> ✓ Use words in figurative ways to make comparisons (simile, metaphor)
	<i>Phonics, Spelling and Word Study (Word Structure)</i>

	<ul style="list-style-type: none"> ✓ Recognize and use homographs, homophones, and words with multiple meanings ✓ Recognize and use words as metaphors and similes to make comparisons
	<p>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 (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
	<p><i>Writing (Craft)</i></p> <ul style="list-style-type: none"> ✓ Select precise words to reflect the intended message or meaning ✓ Use range of descriptive word to enhance the meaning ✓ Use strong verbs (more descriptive or interesting than words typically used; for example, <i>hurled</i> instead of <i>threw</i>)
	<p><i>Phonics, Spelling and Word Study</i></p> <ul style="list-style-type: none"> ✓ Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)