

# Charts to Clarify 4<sup>th</sup> Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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## Core Reading Standards for Fourth Grade

<b>LITERATURE</b>	<b>NONFICTION/INFORMATIONAL TEXT</b>
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. <b>Refer to details and examples</b> in a text when <b>explaining</b> what the text says explicitly and when <b>drawing inferences</b> from the text.	1. <b>Refer to details and examples</b> in a text when <b>explaining</b> what the text says explicitly and when <b>drawing inferences</b> from the text.
2. <b>Determine a theme</b> of a story, drama, or poem from details in the text; <b>summarize</b> the text.	2. <b>Determine the main idea</b> of a text and <b>explain</b> how it is <b>supported by key details</b> ; <b>summarize</b> the text.
3. <b>Describe</b> in depth a <b>character, setting,</b> or <b>event</b> in a story or drama, drawing on <b>specific details</b> in the text (e.g., a <b>character’s</b> thoughts, words, or actions).	3. <b>Explain events,</b> procedures, <b>ideas,</b> or <b>concepts</b> in a historical, scientific, or technical text, including <b>what happened and why,</b> based on <b>specific information</b> in the text.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. <b>Determine the meaning of words and phrases</b> as they are used in a text, including those that allude to <b>significant characters</b> found in mythology (e.g., Herculean).	4. <b>Determine the meaning</b> of general academic and <b>domain-specific words or phrases</b> in a text relevant to a grade 4 <b>topic</b> or subject area.
5. <b>Explain major differences</b> between poems, drama, and prose, and <b>refer to</b> the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of <b>characters, settings, descriptions,</b> dialogue, stage directions) when writing or speaking about a text.	5. <b>Describe</b> the overall <b>structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) of <b>events, ideas, concepts,</b> or information in a text or part of a text.
6. <b>Compare and contrast</b> the <b>point of view</b> from which different stories are narrated, including the difference between first- and third-person narrations.	6. <b>Compare and contrast</b> a firsthand and secondhand account of the same <b>event or topic</b> ; <b>describe</b> the <b>differences in focus</b> and the information provided.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. <b>Make connections</b> between the text of a story or drama and a <b>visual</b> or oral presentation of the text, identifying where each version reflects specific <b>descriptions</b> and directions in the text.	7. <b>Interpret</b> information presented <b>visually,</b> orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and <b>explain</b> how the <b>information contributes to an understanding</b> of the text in which it appears.
8. (Not applicable to literature)	8. <b>Explain</b> how an <b>author</b> uses <b>reasons</b> and <b>evidence</b> to <b>support</b> particular points in a text.
9. <b>Compare and contrast</b> the treatment of similar <b>themes</b> and <b>topics</b> (e.g., opposition of good and evil) and <b>patterns of events</b> (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. <b>Integrate</b> information from two texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, <b>read and comprehend</b> literature, including <b>stories, dramas, and poetry,</b> in the grades 4–5 text complexity band <b>proficiently,</b> with scaffolding as needed at the high end of the range.	10. By the end of year, <b>read and comprehend</b> informational texts, including <b>history/social studies, science, and technical texts,</b> in the grades 4–5 text complexity band <b>proficiently,</b> with scaffolding as needed at the high end of the range.

# The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

## Comprehension and Collaboration

- SL.4.1 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.4.1a 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.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
  - \_\_\_SL.4.1c 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.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

## Presentation of Knowledge and Ideas

- 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; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 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.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

***Integrate the Conventions in Writing and Speaking (see the next page).***

<b>CONVENTIONS IN WRITING AND SPEAKING</b>	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___ a. Form and use the progressive (e.g., <i>I was walking, I am walking, I will be walking</i> ) verb aspects. ___ b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.* ___ c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons.* ___ d. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___ a. Use quotation marks to mark direct speech and quotations from a text. ___ b. Spell grade-appropriate words correctly, consulting references as needed.
<input type="checkbox"/> 3. Make effective language choices.	___ a. Use punctuation for effect.* ___ b. Maintain consistency in style and tone.* ___ c. Choose words and phrases to convey ideas precisely.*
<b>VOCABULARY ACQUISITION AND USE</b>	
<input type="checkbox"/> 4. Determine word meanings ( <i>based on grade 4 reading</i> ).	___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>telegraph, photograph, autograph</i> ). ___ c. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ). ___ d. Paraphrase common idioms, adages, and proverbs.
<input type="checkbox"/> 5. Understand word relationships.	___ a. Build real-life connections between words and their various uses and meanings. ___ b. Define relationships between words (e.g., how <i>ask</i> is like and unlike <i>demand</i> ; what items are likely to be <i>enormous</i> ). ___ c. Distinguish a word from other words with similar but not identical meanings (synonyms).
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	

\* Conventions standards noted with an asterisk (\*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

## FOURTH GRADE CCSS READING FOUNDATIONAL SKILLS

### Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3
- 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. RF.4.3.a

### Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.4.4
- Read grade-level text with purpose and understanding. RF.4.4.a
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.4.c

***TEXT TYPES AND PURPOSES***

- 1. Write opinions in which they:
  - a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link reasons and details together using words and phrases (e.g., *so, then, for instance, in addition*).
  - d. Adopt an appropriate style for sharing and defending an opinion.
  - e. Provide a concluding statement or section.
- 2. Write informative/explanatory pieces in which they:
  - a. State the topic clearly and group related information in paragraphs and sections.
  - b. Develop the topic using facts, concrete details, quotations, or other information and examples.
  - c. Use appropriate links to join ideas within categories of information.
  - d. Employ domain-specific vocabulary when appropriate.
  - e. Provide a conclusion related to the information or explanation offered.
- 3. Write narratives in which they:
  - a. Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.
  - b. Use narrative techniques such as dialogue and description to develop events and show the characters’ external behaviors and internal responses to events.
  - c. Use a variety of temporal words and phrases to manage the sequence of events.
  - d. Use concrete and sensory words and phrases to convey events and experiences precisely.
  - e. Provide a satisfying conclusion that follows from the narrative’s events.

***PRODUCTION AND DISTRIBUTION OF WRITING***

- 4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
- 6. With guidance and support from adults, use technology to produce, publish, and interact with others about writing.

***RESEARCH TO BUILD KNOWLEDGE***

- 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.
- 8. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
  - a. Apply *grade 4 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”).
  - b. Apply *grade 4 reading standards* to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, and interactions with others”).

***RANGE OF WRITING***

- 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 tasks, purposes, and audiences.