

Charts to Clarify 4th 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

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	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.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine the main idea of a text and explain how it is supported by key details ; summarize the text.
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).	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.
CRAFT AND STRUCTURE	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).	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.
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.	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.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
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.	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.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text.
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.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
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.	10. By the end of 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.

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).

CONVENTIONS IN WRITING AND SPEAKING	
<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.*
VOCABULARY ACQUISITION AND USE	
<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.