

# Grade 4

## Reading Standards for Literature

### Key Ideas and Details

- 1 Use details from the text to recount what the text says. [EE.RL.4.1](#)
  - 2 Identify the theme or central idea of a familiar story, drama or poem. [EE.RL.4.2](#)
  - 3 EE.RL.4.3 Use details from the text to describe characters in the story. [EE.RL.4.3](#)
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### Craft and Structure

- 4 Determine the meaning of words in a text. [EE.RL.4.4](#)
  - 5 Identify elements that are characteristic of stories. [EE.RL.4.5](#)
  - 6 Identify the narrator of a story. [EE.RL.4.6](#)
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### Integration of Knowledge and Ideas

- 7 Make connections between the text representation of a story and a visual, tactual, or oral version of a story. [EE.RL.4.7](#)
  - 9 Compare characters, settings or events in stories, myths or texts. [EE.RL.4.9](#)
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### Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry. [EE.RL.4.10](#)
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## Reading Standards for Informational Text

### Key Ideas and Details

- 1 Identify explicit details in an informational text. [EE.RI.4.1](#)
  - 2 Identify the main idea of a text when it is explicitly stated. [EE.RI.4.2](#)
  - 3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text. [EE.RI.4.3](#)
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### Craft and Structure

- 4 Determine meaning of words in text. [EE.RI.4.4](#)
- 5 Identify elements that are characteristic of informational texts. [EE.RI.4.5](#)
- 6 Compare own experience with a written account of the experience. [EE.RI.4.6](#)

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### Integration of Knowledge and Ideas

- 7 Answer questions about information presented visually, orally, or quantitatively. [EE.RI.4.7](#)
  - 8 Identify one or more reasons supporting a specific point in an informational text. [EE.RI.4.8](#)
  - 9 Compare details presented in two texts on the same topic. [EE.RI.4.9](#)
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### Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts. [EE.RI.4.10](#)
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## Reading and Writing Standards: Foundational Skills

### Phonics and Word Recognition

- 3 Use letter-sound knowledge to read words. [EE.RF.4.3](#)
    - a Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. [EE.RF.4.3.A](#)
    - b Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). [EE.RF.4.3.B](#)
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### Fluency

- 4 Read words in text. [EE.RF.4.4](#)
    - a Read text comprised of familiar words with accuracy and understanding. [EE.RF.4.4.A](#)
    - c Use letter knowledge and context to support word recognition when reading. [EE.RF.4.4.C](#)
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## Writing

### Text Types and Purposes

- 1 Write opinions about topics or text. [EE.W.4.1](#)
  - a Select a topic or text and write an opinion about it. [EE.W.4.1.A](#)
  - b List reasons to support the opinion. [EE.W.4.1.B](#)
- 2 Write to share information supported by details. [EE.W.4.2](#)
  - a Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. [EE.W.4.2.A](#)
  - b List words, facts, or details related to the topic. [EE.W.4.2.B](#)
- 3 Write about events or personal experiences. [EE.W.4.3](#)
  - a Write about a personal experience including two events in sequence. [EE.W.4.3.A](#)
  - b List words that describe an event or personal experience to use when writing about it. [EE.W.4.3.B](#)

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### **Production and Distribution of Writing**

- 4 Produce writing that expresses more than one idea. [EE.W.4.4](#)
- 5 With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.4.5](#)
- 6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. [EE.W.4.6](#)

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### **Research to Build and Present Knowledge**

- 7 Gather information about a topic from two or more sources for a research project. [EE.W.4.7](#)
- 8 Recall and sort information from personal experiences or a topic into given categories. [EE.W.4.8](#)
- 9 Recall information from literary and informational text to support writing. [EE.W.4.9](#)
  - a Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story."). [EE.W.4.9.A](#)
  - b Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text."). [EE.W.4.9.B](#)

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### **Range of Writing**

- 10 Write routinely for a variety of tasks, purposes, and audiences. [EE.W.4.10](#)
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## **Speaking and Listening**

### **Comprehension and Collaboration**

- 1 Engage in collaborative discussions. [EE.SL.4.1](#)
  - a Contribute ideas from prior knowledge of a text during discussions about the same text. [EE.SL.4.1.A](#)
  - b With guidance and support, carry out assigned role in a discussion. [EE.SL.4.1.B](#)
  - c Answer specific questions related to information in a discussion. [EE.SL.4.1.C](#)
  - d Identify the key ideas in a discussion. [EE.SL.4.1.D](#)
- 2 Ask and answer questions about details from a text read aloud or information presented orally or through other media. [EE.SL.4.2](#)
- 3 Identify a point that the speaker makes. [EE.SL.4.3](#)

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### **Presentation of Knowledge and Ideas**

- 4 Retell a story or personal experience or recount a topic with supporting details. [EE.SL.4.4](#)
  - 5 Add audio recordings or visuals to a presentation about a personally relevant topic. [EE.SL.4.5](#)
  - 6 Differentiate between communication partners and contexts that call for formal and informal communication. [EE.SL.4.6](#)
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## Language

### Conventions of Standard English

- 1 Demonstrate standard English grammar and usage when communicating. **EE.L.4.1**
    - a Use possessive pronouns. **EE.L.4.1.A**
    - b Combine common nouns with verbs, nouns, or pronouns in communication. **EE.L.4.1.B**
    - d Use comparative and superlative adjectives to describe people or objects. **EE.L.4.1.D**
    - e Use common prepositions (e.g., to, from, in, out, on, off, by, with). **EE.L.4.1.E**
    - f Combine three or more words in communication. **EE.L.4.1.F**
  - 2 Demonstrate understanding of conventions of standard English. **EE.L.4.2**
    - a Capitalize the first word in a sentence. **EE.L.4.2.A**
    - d Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns. **EE.L.4.2.D**
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### Knowledge of Language

- 3 Use language to achieve desired outcomes when communicating. **EE.L.4.3**
    - a Use language to express emotion. **EE.L.4.3.A**
    - c Communicate effectively with peers and adults. **EE.L.4.3.C**
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### Vocabulary Acquisition and Use

- 4 Demonstrate knowledge of word meanings. **EE.L.4.4**
  - a Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. **EE.L.4.4.A**
  - b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). **EE.L.4.4.B**
- 5 Demonstrate understanding of word relationships and use. **EE.L.4.5**
  - b Use common idioms (e.g., no way, not a chance, you bet). **EE.L.4.5.B**
  - c Demonstrate understanding of opposites. **EE.L.4.5.C**
- 6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. **EE.L.4.6**