

Grade 4

Adopted 2018

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. [CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [CCR.R.2](#)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [CCR.R.3](#)

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. [CCR.R.4](#)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. [CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [CCR.R.6](#)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [CCR.R.7](#)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [CCR.R.8](#)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [CCR.R.9](#)

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [CCR.R.10](#)
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Reading Standards for Literature

Key Ideas and Details

1. Explain what a text says explicitly and draw inferences by referring to details and examples in the text. [4.RL.1](#)
2. Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text. [4.RL.2](#)
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). [4.RL.3](#)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [4.RL.4](#)
5. Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [4.RL.5](#)
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [4.RL.6](#)

Integration of Knowledge and Ideas

7. Make connections between the print version of a story or drama and a visual or oral presentation of the same text; support with details and evidence. [4.RL.7](#)
8. Not applicable to literature [4.RL.8](#)
9. Compare and contrast the author's approach to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. [4.RL.9](#)

Range of Reading and Level of Text Complexity

10. By the end of the year read and comprehend a variety of literary texts. [4.RL.10](#)
 - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). [4.RL.10.A](#)
 - b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks. [4.RL.10.B](#)

Reading Standards for Informational Text

Key Ideas and Details

1. Explain what a text says explicitly and draw inferences by referring to details and examples in the text. [4.RI.1](#)
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [4.RI.2](#)
3. Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [4.RI.3](#)

Craft and Structure

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. **4.RI.4**
5. Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution). **4.RI.5**
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided. **4.RI.6**

Integration of Knowledge and Ideas

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. **4.RI.7**
8. Explain how an author uses reasons and evidence to support particular points in a text. **4.RI.8**
9. Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject. **4.RI.9**

Range of Reading and Level of Text Complexity

10. By the end of the year read and comprehend a variety of informational texts. **4.RI.10**
 - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). **4.RI.10.A**
 - b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks. **4.RI.10.B**

Reading Standards: Foundational Skills K-5

Print Concepts

1. There is not a grade 4 standard for this concept. Please see preceding grades for more information. **4.RF.1**

Phonological Awareness

2. There is not a grade 4 standard for this concept. Please see preceding grades for more information. **4.RF.2**

Phonics and Word Recognitions

3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. **4.RF.3**

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. [4.RF.4](#)
 - a. Read grade-level text with purpose and understanding. [4.RF.4.A](#)
 - b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. [4.RF.4.B](#)
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [4.RF.4.C](#)
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College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [CCR.W.1](#)
 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [CCR.W.2](#)
 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [CCR.W.3](#)
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Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [CCR.W.4](#)
 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [CCR.W.5](#)
 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. [CCR.W.6](#)
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Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [CCR.W.7](#)
 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. [CCR.W.8](#)
 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. [CCR.W.9](#)
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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. [CCR.W.10](#)
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Writing

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **4.W.1**
 - 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. **4.W.1.A**
 - b. Provide reasons that are supported by facts and details. **4.W.1.B**
 - c. Link opinion and reasons using grade level appropriate words and phrases **4.W.1.C**
 - d. Provide a conclusion related to the opinion presented. **4.W.1.D**
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **4.W.2**
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader. **4.W.2.A**
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **4.W.2.B**
 - c. Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases. **4.W.2.C**
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **4.W.2.D**
 - e. Provide a conclusion related to the information or explanation presented. **4.W.2.E**
3. Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences. **4.W.3**
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **4.W.3.A**
 - b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations. **4.W.3.B**
 - c. Use a variety of transitional words and phrases to manage the sequence of events. **4.W.3.C**
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **4.W.3.D**
 - e. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre). **4.W.3.E**

Production and Distribution of Writing

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 defined in standards 1–3 above.) **4.W.4**
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) **4.W.5**
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. With guidance and support, use technology, including the internet, to enhance writing. **4.W.6**
 - a. Produce and publish writing **4.W.6.A**
 - b. Interact and collaborate with others **4.W.6.B**
 - c. Demonstrate sufficient keyboarding skills to type. **4.W.6.C**

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. **4.W.7**
8. Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W.8**
9. Draw evidence from literary or informational texts to support written analysis, reflection, and research. **4.W.9**
 - a. Apply grade 4 reading standards for literature to writing. **4.W.9.A**
 - b. Apply grade 4 reading standards for informational texts to writing. **4.W.9.B**

Range of Writing

10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. **4.W.10**

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **CCR.SL.1**
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **CCR.SL.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **CCR.SL.3**

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **CCR.SL.4**
 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **CCR.SL.5**
 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **CCR.SL.6**
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Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly. **4.SL.1**
 - 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. **4.SL.1.A**
 - b. Follow agreed-upon rules for discussions and carry out assigned roles. **4.SL.1.B**
 - 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. **4.SL.1.C**
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **4.SL.1.D**
 - e. Cooperate and problem solve as appropriate for productive group discussions. **4.SL.1.E**
 2. Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats. **4.SL.2**
 3. Identify the reasons and evidence a speaker provides to support particular points. **4.SL.3**
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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. **4.SL.4**
 5. Add multimedia components (e.g., audio recordings) and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **4.SL.5**
 6. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English, and use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) **4.SL.6**
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**College and Career
Readiness Anchor
Standards for Language**

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR.L.1**
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCR.L.2**
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Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **CCR.L.3**
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Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **CCR.L.4**
 5. Demonstrate understanding of word relationships and nuances in word meanings. **CCR.L.5**
 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. **CCR.L.6**
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Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **4.L.1**
 - a. Write legibly and fluently in print or cursive using appropriate spacing and margins. **4.L.1.A**
 - b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **4.L.1.B**
 - c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. **4.L.1.C**
 - d. Use modal auxiliaries auxiliary verbs such as can, may, and must) to convey various conditions to clarify meaning. **4.L.1.D**
 - e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). **4.L.1.E**
 - f. Form and use prepositional phrases. **4.L.1.F**
 - g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **4.L.1.G**
 - h. Correctly use frequently confused words (e.g., to, too, two; there, their). **4.L.1.H**
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **4.L.2**
 - a. Use correct capitalization. **4.L.2.A**
 - b. Use commas and quotation marks to mark direct speech and quotations from a text. **4.L.2.B**
 - c. Use a comma before a coordinating conjunction in a compound sentence. **4.L.2.C**
 - d. Spell grade-appropriate words correctly, consulting references as needed. **4.L.2.D**
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Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **4.L.3**
 - a. Choose words and phrases to convey ideas precisely. **4.L.3.A**
 - b. Choose punctuation for effect. **4.L.3.B**
 - c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English. **4.L.3.C**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies. **4.L.4**
 - a. Use context as a clue to the meaning of a word or phrase. **4.L.4.A**
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word **4.L.4.B**
 - c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **4.L.4.C**
5. Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. **4.L.5**
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **4.L.5.A**
 - b. Recognize and explain the meaning of common idioms and proverbs. **4.L.5.B**
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **4.L.5.C**
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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). **4.L.6**