



COMMON CORE STANDARDS: FOURTH GRADE

Reading Standards for Literature

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<ol style="list-style-type: none"> 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 the details in the text; 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., <i>a character's thoughts, words, or actions</i>). 	<ol style="list-style-type: none"> 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., <i>Herculean</i>). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse, rhythm, meter</i>) and drama (e.g., <i>casts of characters, settings, descriptions, stage directions</i>) when writing or speaking about 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. 	<ol style="list-style-type: none"> 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. 8. NA 9. Compare and contrast the treatment of similar themes and topics (e.g., <i>opposition of good and evil</i>) and patterns of events (e.g., <i>the quest</i>) in stories, myths, and traditional literature from different cultures. 	<ol style="list-style-type: none"> 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.

Reading Standards for Informational Text

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<ol style="list-style-type: none"> 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 the main idea of a text and explain how it is supported by key details; summarize the text. 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. 	<ol style="list-style-type: none"> 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. Describe the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts or information in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 	<ol style="list-style-type: none"> 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. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. 	<ol style="list-style-type: none"> 10. By the end of the year, read and comprehend informational texts, including historical/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.



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Foundational Skills

Phonics and Word Recognition	Fluency
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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 and out of context.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Language Standards

Conventions of Standard English	Knowledge of Language	Vocabulary Acquisition and Use
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g. <i>I was walking; I am walking; I will be walking</i>)</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within a sentence according to conventional patterns (e.g. <i>a small red bag</i> rather than <i>a red small bag</i>)</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; their, there</i>)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>)</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., <i>definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase.</p> <p>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>)</p> <p>c. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposite (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-appropriate conversational, 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>