

Grade 4

Adopted 2014

Foundational Skills:
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. [CC.1.1](#)

Phonics and Word Recognition

- D. 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 to read accurately unfamiliar multisyllabic words.[CC.1.1.4.D](#)

Fluency

- E. Read with accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.[CC.1.1.4.E](#)

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. [CC.1.2](#)

Key Ideas and Details - Main Idea

- A. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [CC.1.2.4.A](#)

Key Ideas and Details - Text Analysis

- B. Refer to details and examples in text to support what the text says explicitly and make inferences. [CC.1.2.4.B](#)
- B. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. [CC.1.2.5.B](#)
- C. Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. [CC.1.2.4.C](#)

Craft and Structure - Point of View

- D. Compare and contrast an event or topic told from two different points of view. [CC.1.2.4.D](#)

Craft and Structure - Text Structure

- E. Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). [CC.1.2.4.E](#)

Craft and Structure - Vocabulary

- F. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. [CC.1.2.4.F](#)
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Integration of Knowledge and Ideas - Diverse Media

- G. Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. [CC.1.2.4.G](#)
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Integration of Knowledge and Ideas - Evaluating Arguments

- H. Explain how an author uses reasons and evidence to support particular points in a text. [CC.1.2.4.H](#)
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Integration of Knowledge and Ideas - Analysis Across Texts

- I. Integrate information from two texts on the same topic to demonstrate understanding of that topic. [CC.1.2.4.I](#)
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Vocabulary Acquisition and Use

- J. 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 and that are basic to a particular topic. [CC.1.2.4.J](#)
 - K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. [CC.1.2.4.K](#)
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Range of Reading

- L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. [CC.1.2.4.L](#)
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Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. [CC.1.3](#)

Key Ideas and Details - Theme

- A. Determine a theme of a text from details in the text; summarize the text. [CC.1.3.4.A](#)
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Key Ideas and Details - Text Analysis

- B. Cite relevant details from text to support what the text says explicitly and make inferences. [CC.1.3.4.B](#)
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Key Ideas and Details - Literary Elements

- C. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. [CC.1.3.4.C](#)
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Craft and Structure - Point of View

- D. Compare and contrast an event or topic told from two different points of view. [CC.1.3.4.D](#)

Craft and Structure - Text Structure

- E. Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text. [CC.1.3.4.E](#)

Craft and Structure - Vocabulary

- F. Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. [CC.1.3.4.F](#)

Integration of Knowledge and Ideas - Sources of Information

- G. 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. [CC.1.3.4.G](#)

Integration of Knowledge and Ideas - Text Analysis

- H. Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. [CC.1.3.4.H](#)

Vocabulary Acquisition and Use - Strategies

- I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. [CC.1.3.4.I](#)

Vocabulary Acquisition and Use

- J. 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 and that are basic to a particular topic. [CC.1.3.4.J](#)

Range of Reading

- K. Read and comprehend literary fiction on grade level, reading independently and proficiently. [CC.1.3.4.K](#)

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. [CC.1.4](#)

Informative/Explanatory

- A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [CC.1.4.4.A](#)

Informative/Explanatory - Focus

- B. Identify and introduce the topic clearly. [CC.1.4.4.B](#)

Informative/Explanatory - Content

- C. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. [CC.1.4.4.C](#)

Informative/Explanatory - Organization

- D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. [CC.1.4.4.D](#)
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Informative/Explanatory - Style

- E. Use precise language and domain-specific vocabulary to inform about or explain the topic. [CC.1.4.4.E](#)
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Informative/Explanatory - Conventions of Language

- F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.4.F](#)
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Opinion/Argumentative

- G. Write opinion pieces on topics or texts. [CC.1.4.4.G](#)
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Opinion/Argumentative - Focus

- H. Introduce the topic and state an opinion on the topic. [CC.1.4.4.H](#)
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Opinion/Argumentative - Content

- I. Provide reasons that are supported by facts and details. [CC.1.4.4.I](#)
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Opinion/Argumentative - Organization

- J. Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. [CC.1.4.4.J](#)
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Opinion/Argumentative - Style

- K. Choose words and phrases to convey ideas precisely. [CC.1.4.4.K](#)
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Opinion/Argumentative - Conventions of Language

- L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.4.L](#)
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Narrative

- M. Write narratives to develop real or imagined experiences or events. [CC.1.4.4.M](#)
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Narrative - Focus

- N. Orient the reader by establishing a situation and introducing a narrator and/or characters. [CC.1.4.4.N](#)

Narrative - Content

- O. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. [CC.1.4.4.O](#)

Narrative - Organization

- P. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. [CC.1.4.4.P](#)

Narrative - Style

- Q. Choose words and phrases to convey ideas precisely. [CC.1.4.4.Q](#)

Narrative - Conventions of Language

- R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.4.R](#)

Response to Literature

- S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. [CC.1.4.4.S](#)

Production and Distribution of Writing - Writing Process

- T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [CC.1.4.4.T](#)

Technology and Publication

- U. With some guidance and support, 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. [CC.1.4.4.U](#)

Conducting Research

- V. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [CC.1.4.4.V](#)

Credibility, Reliability, and Validity of Sources

- W. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [CC.1.4.4.W](#)

Range of Writing

- X. 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 discipline-specific tasks, purposes, and audiences. [CC.1.4.4.X](#)
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Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5

Comprehension and Collaboration - Collaborative Discussion

- A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.4.A

Comprehension and Collaboration - Critical Listening

- B. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.B

Comprehension and Collaboration - Evaluating Information

- C. Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.C

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

- D. 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 with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.D

Presentation of Knowledge and Ideas - Context

- E. Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.E

Integration of Knowledge and Ideas - Multimedia

- F. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CC.1.5.4.F

Conventions of Standard English

- G. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content. CC.1.5.4.G