

4th Grade Literacy Essential Standards

Literature

RL.4.2 Examine a grade-appropriate literary text. Provide a summary. Determine a theme of a story, drama, or poem from details in the text.

Supporting Standards:

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.3 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, actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language.

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.

Supporting Standards:

- RL.4.5 Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.
- RL.4.7 Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.

Supports all RL Standards:

- RL.4.10 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.

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Informational

RI.4.2 Examine a grade-appropriate informational text. Provide a summary. Determine the main idea of a text and explain how it is supported by key details.

Supporting Standards:

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Supporting Standards:

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.4.7 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.

Supporting Standards:

- RI.4.5 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.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

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Supports all RI Standards:

- RI.4.10 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.

Writing

W.4.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

Supporting Standards:

- W.4.1.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.
- W.4.1.B Provide reasons that are supported by facts and details.
- W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.1.E Provide a concluding statement or section related to the opinion presented.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Supporting Standards:

- W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

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- W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- W.4.2.D Use precise language and domain-specific words to inform about or explain the topic.
- W.4.2.F Provide a concluding statement or section related to the information or explanation presented.

Additional Supporting Standards:

- RI.4.3 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.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Supporting Standards:

- W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3.B Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
- W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3.E Provide a conclusion that follows from the narrated experiences or events.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6 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 produce writing in a single sitting.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources. Take notes and categorize information. Provide a list of sources.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9.A Apply Grade 4 Reading standards to literature.
- W.4.9.B Apply Grade 4 Reading standards to informational texts.

Foundational

RF.4.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.

Supporting Standards:

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4.A Read grade-level text with purpose and understanding.
- RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.