

# Reading Standards for Literature Texts

## Grade 4 Overview

### Key Ideas and Details

1. Refer to details and examples in a text when explaining a text and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from 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.

### Text Awareness and Structure

4. Determine the meaning of key words and phrases as they are used in a text, including those that allude to significant characters found in mythology. (e.g. Herculian)
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (cast, setting, dialogue, and direction)
6. Compare and contrast point of view from which different stories are narrated, including the difference between first- and third person narrations.

### Integration of Knowledge and Ideas

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. (not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (the quest) in stories, myths and traditional literature from different cultures.

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas and poetry at grade level

# Reading Standards for Informational Texts

## Grade 4 Overview

### Key Ideas and Details

1. Refer to details and examples in a text when explaining what the texts 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.

### Text Awareness and Structure

4. Determine the meaning of key words in a grade appropriate text.
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.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, ...) and explain how the information contributes to an understanding of the text.
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 knowledgeably.

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend information texts, including history/ social studies, science, and technical texts at grade level.

# Reading Standards for Informational Texts

## Grade 4 Overview

### Phonics and Word Recognition

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

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension
  - a. Read on level text with purpose and understanding.
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Writing Standards

## Grade 4 Overview

### Texts Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Use linking words and phrases (e.g. for instance, in order to, in addition..) to connect opinions with reasons.
  - d. Provide a a concluding statement or section related to the opinion.
2. Write informative/explanatory texts to examine a topic and convey ideas clearly
  - a. Introduce a topic clearly and group related information in paragraphs and sections including formatting, illustrations...
  - b. Develop topics with facts, definitions and details.
  - c. Link ideas with categories of information using words and phrases (also, another, and more...) to connect ideas with information
  - d. Use precise language and domain-specific vocabulary to inform about the topic.
  - e. Providing a concluding statement.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- a. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- b. Use transitional words and phrases to signal event order.
- c. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- d. Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
6. With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening Standards

### Grade 4 Overview

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with different partners building on others' ideas and expressing their own ideas clearly.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

## Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, details while speaking clearly.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas of themes.
6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate (small groups)

## Language Standards

### Grade 4 Overview

#### Conventions of Standard language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - b. Form and use progressive (I was walking; I am walking; I will be walking) verb tenses.
  - c. Use modal auxiliaries (can, may, must) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (a small red bag rather than a red small bag)
  - e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - g. Correctly use frequently confused words (to, too, two; there, their)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases.
  - a. Use context cues to determine the meaning of words.
  - b. Use suffixes and prefixes to determine the meaning of words.
  - c. Consult glossaries, dictionaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

6. Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases.