

Grade 4  
Reading Literature

Standard	Grade 3	Grade 4
RL.1	-Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.	Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
RL.2	-Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. -Provides a statement of the central message, lesson, or moral in a text. -Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.	Provides a statement of a theme of a text. Provides a summary of the text.
RL.3	-Provides a description of characters in a story (e.g., their traits, motivations, or feeling). -Provides an explanation of how characters' actions contribute to the sequence of event.	Provides an in-depth description of a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  Provides an in-depth description of a setting in a story or drama, drawing on specific details in the text. Provides an in-depth description of an event in a story or drama, drawing on specific details in the text.
RL.4	-Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. - <b>For Diagnostic Only:</b> Distinguishes literal from nonliteral language.	Demonstrates the ability to 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> ).
RL.5	-Provides references to parts of stories, dramas, and poems when writing about a text, using terms such a	Provides an explanation of major differences between poems, drama, and prose with references to structural elements of

	chapter, scene, and stanza. -Provides a description of how each successive part of a text builds on earlier sections.	poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text.
RL.6		Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first and third person narrations.
RL.7	-Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).	Provides a connection 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/or directions in the text.
RL.9	-Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series). -Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series) -Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	Provides a comparison and contrast of the treatment of <b>similar themes and/or topics</b> (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.  Provides a comparison and contrast of the treatment of <b>similar patterns of events</b> (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Grade 4  
Reading Informational

Standard	Grade 3	Grade 4
RI.1	Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.	Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
RI.2	Provides a statement of the main idea of a text.  Provides a recounting of key details in a text.  Provides an explanation of how key details in a text support the main idea.	Provides a statement of the main idea of a text. Provides an explanation of how the main idea is supported by key details. Provides a summary of the text.
RI.3	Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect.  Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.  Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.	Provides an explanation of events in historical, scientific, or technical text, including what happened and why, based on specific information of the text.  Provides an explanation of procedure in a historical, scientific, or technical text, including what happened and why based on specific information in the text.  Provides an explanation of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4	Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a	Demonstrate the ability to determine the meaning of general academic words or phrases in a text relevant to a

	<p>grade 3 topic or subject area.</p> <p><b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>grade 4 topic or subject area.</p>
RI.5	<p>Demonstrates use of text features to locate relevant information (e.g., key words, sidebars).</p> <p>Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).</p>	<p>Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text.</p>
RI.6		<p>Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic.</p>
RI.7	<p>Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Provides an interpretation of information presented <b>visually</b> (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p> <p>Provides an interpretation of information presented <b>orally</b> (e.g., animations or interactive elements on Web pages).</p> <p>Provides an interpretation of information presented <b>quantitatively</b> (e.g., in charts, graphs, diagrams, or interactive elements on Web pages).</p> <p>Provides an explanation of how the information</p>

		presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears.
RI.8	Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>Provides an explanation of how an author uses <b>reasons</b> to support particular points in a text.</p> <p>Provides an explanation of how an author uses <b>evidence</b> to support particular points in a text.</p>
RI.9	Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.	Provides a statement that integrates information from two texts on the same topic.

Grade 4  
Reading Foundational Skills

Standard	Grade 3	Grade 4
RF.3	<p><b>Phonics and Word Recognition:</b></p> <p>Decode words with common Latin suffixes.</p> <p>Decode multi-syllable words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p>Read grade-appropriate irregularly spelled words.</p>	<p><b>Phonics and Word Recognition:</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
RF. 4	<p><b>Fluency:</b></p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Fluency:</b></p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Grade 4 Language		
Standard	Grade 3	Grade 4
L4	<p>Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).</p> <p><b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
L5	<p>Provides distinctions between the literal and nonliteral meanings of words and phrases.</p> <p>Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are</p>	<p>Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

	friendly or helpful).	
L6	Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>).</p> <p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>).</p>

Grade 4  
Writing

Standard	Grade 3	Grade 4
W1	<p><b>Written Expression: Development of Ideas</b></p> <p>The student response addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p><b>Organization</b> The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p><b>Clarity of Language</b> The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p> <p><b>Knowledge of Language and Conventions</b> The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>	<p><b>Written Expression: Development of Ideas</b></p>
W2		<p>The student response addresses the prompt and <b>provides</b> effective and <b>comprehensive</b> development of the topic and/or narrative elements by using <b>clear</b> reasoning, details, and/or description; the development is <b>consistently</b> appropriate to the task, purpose, and <b>audience</b>.</p>
W3		<p><b>Organization</b> The student response <b>demonstrates effective coherence, clarity, and cohesion and includes a strong</b> introduction and conclusion.</p>
W4		<p><b>Clarity of Language</b> The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</p>
W5		<p><b>Knowledge of Language and Conventions</b> The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few <b>distracting</b> errors in grammar and usage, but meaning is clear.</p>
W6		
W7		
W8		
W9		
W10		

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<b>Assessments</b>	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
<b>21st Century Skills and Career Integration</b>	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
<b>Technology Integration</b>	Digital tools, search tools, online series, research, provide sources, interpretation of information presented visually, orally, or quantitatively
<b>Interdisciplinary Connections</b>	Social Studies- Informational Text about historical events Science- scientific concepts or steps in technical procedures in a text Latin- suffixes, affixes, roots Greek- affixes, roots
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Project Read, Reading Street Series, Wonders Series, Novels Supplemental: picture books, fictional and non-fictional books, videos
<b>Modifications/Accommodations</b>	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction