

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. -For Diagnostic Only: 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 similar themes and/or topics (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 similar patterns of events (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>FOR DIAGNOSTIC ONLY: 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 visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p> <p>Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages).</p> <p>Provides an interpretation of information presented quantitatively (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 reasons to support particular points in a text.</p> <p>Provides an explanation of how an author uses evidence 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>Phonics and Word Recognition:</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>Phonics and Word Recognition:</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>Fluency:</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>Fluency:</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>FOR DIAGNOSTIC ONLY: 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, whined, 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, whined, stammered</i>).</p>

Grade 4
Writing

Standard	Grade 3	Grade 4
W1	<p>Written Expression: Development of Ideas</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>Organization The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p>Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p> <p>Knowledge of Language and Conventions 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>Written Expression: Development of Ideas</p>
W2		<p>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p>
W3		<p>Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p>
W4		<p>Clarity of Language 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>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
W6		
W7		
W8		
W9		
W10		

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Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
Technology Integration	Digital tools, search tools, online series, research, provide sources, interpretation of information presented visually, orally, or quantitatively
Interdisciplinary Connections	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
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Reading Street Series, Wonders Series, Novels Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	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