Fourth Grade - Reading Standards for Literature

CCRS STANDARD	AASL Standard Crosswalk	Librarian teaches	Librarian Collaborates	Lesson Notes/Tools
Key Ideas and Details				
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			
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, or actions). [RL.4.3]				
Craft and Structure				
4. 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., Herculean). [RL.4.4]				

5. Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]				
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [RL.4.6]				
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. [RL.4.7]				
8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [RL.4.9]	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.			

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	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
Range of Reading and Level of Text Complexity				
9. 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. [RL.4.10]	4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading			

Reading Standards for Informational Text

Key Ideas and Details

10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.			
11. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]				
12. 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.4.3]	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas,			

	conflicting information, and point of view or bias.			
Craft and Structure				
13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. [RI.4.4]				
14. Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]				
15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]	2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.			
Integration of Knowledge and Ideas				
16. 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. [RI.4.7]	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			

	2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.			
17. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]				
18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.2 Organize knowledge so that it is useful. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.			

Range of Reading and Level of Text Complexity				
19. 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. [RI.4.10]	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading			

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. 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 and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]				

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]				
a. Read on-level text with purpose and understanding. [RF.4.4a]				
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]				
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]				

Writing Standards

Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 3.1.3 Use writing and speaking skills to communicate new understandings effectively			
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.4.1a]	2.1.2 Organize knowledge so that it is useful.			

b. Provide reasons that are supported by facts and details. [W.4.1b]	2.1.2 Organize knowledge so that it is useful.			
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). [W.4.1c]				
d. Provide a concluding statement or section related to the opinion presented. [W.4.1d]	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge			
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.2 Organize knowledge so that it is useful			

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]				
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]				
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). [W.4.2c]				
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]				
e. Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.			

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24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]				
a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.4.3a]				
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b]				
c. Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c]				
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d]				
e. Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]				

Production and Distribution of Writing				
25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.4.4]	2.1.2 Organize knowledge so that it is useful.			
26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4.) [W.4.5]	1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.			
27. 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 type a minimum of one page in a single sitting. [W.4.6]	1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.			

	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.			

Research to Build and Present Knowledge				
28. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			
29. 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. [W.4.8]	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			

	1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4.1 Determine how to act on information (accept, reject, modify).			
30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.			

a. Apply Grade 4 Reading standards to literature (e.g., —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, or actions]‖). [W.4.9a]			
b. Apply Grade 4 Reading standards to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text‖). [W.4.9b]			
Range of Writing			
31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.4.10]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.2 Reflect on systematic process and assess for completeness of investigation. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.		

Speaking and Listening Standards

Comprehension and Collaboration

32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1]				
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a]	3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.			
b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]	3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions			

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.			
33. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]				
34. Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]	1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.			

Presentation of Knowledge and Ideas

35. 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 at an understandable pace. [SL.4.4]	3.1.3 Use writing and speaking skills to communicate new understandings effectively.			
36. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.			

37. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 38 and 40 for specific expectations.) [SL.4.6]			

Language Standards

Conventions of Standard English

38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.4.1] a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). [L.4.1a] b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. [L.4.1b] c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. [L.4.1c] d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). [L.4.1d] e. Form and use prepositional phrases. [L.4.1e] f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f] g. Correctly use frequently confused words (e.g., to, too, two; there, their).* [L.4.1g]				
39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.4.2]				

a. Use correct capitalization. [L.4.2a] b. Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b] c. Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c] d. Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]			

Knowledge of Language

40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3] a. Choose words and phrases to convey ideas precisely.* [L.4.3a] b. Choose punctuation for effect.* [L.4.3b] c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). [L.4.3c]			

vocabulary Acquisition and Use

41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. [L.4.4]			

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a] b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). [L.4.4b] c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]			
42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5] a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. [L.4.5a] b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b] c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]			

43. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [L.4.6]			