

E/LA Common Core Standards for Reading

Grade 4

Key Ideas and Details – Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

| Indicator | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date ReAssessed |
|---|-------------|---------------|---------------|---------------|-----------------|
| Reading Literature | | | | | |
| 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.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize 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, or actions). | | | | | |
| Informational Text | | | | | |
| 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.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | | | |
| 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. | | | | | |

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Craft and Structure – Anchor Standards

4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex: a section, chapter, scene or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

| Indicator | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date ReAssessed |
|---|-------------|---------------|---------------|---------------|-----------------|
| Reading Literature | | | | | |
| RL.4.4. 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.4.5. Explain major differences between 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.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | | | | | |

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| Indicator | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date ReAssessed |
|--|-------------|---------------|---------------|---------------|-----------------|
| Informational Text | | | | | |
| RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . | | | | | |
| 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.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | | | |

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| Integration of Knowledge and Ideas – Anchor Standards | | | | | |
|---|-------------|---------------|---------------|---------------|-----------------|
| <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> | | | | | |
| Indicator | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date ReAssessed |
| Reading Literature | | | | | |
| RL.4.7. 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.4.8. (Not applicable to literature) | | | | | |
| RL.4.9. 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. | | | | | |
| Informational Text | | | | | |
| 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. | | | | | |
| RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. | | | | | |
| RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | | | |

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| Range of Reading and Level of Text Complexity – Anchor Standards | | | | | |
|--|-------------|---------------|---------------|---------------|-----------------|
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | | | | | |
| Indicator | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date ReAssessed |
| Reading Literature | | | | | |
| 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. | | | | | |
| Informational Text | | | | | |
| 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. | | | | | |

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| Foundational Skills | | | | | |
|--|-------------|---------------|---------------|---------------|-----------------|
| Indicator | Date Taught | Date Retought | Date Reviewed | Date Assessed | Date ReAssessed |
| Phonics and Word Recognition | | | | | |
| RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | |
| <i>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.</i> | | | | | |
| Fluency | | | | | |
| RF.4.4. Read with sufficient accuracy and fluency to support comprehension. | | | | | |
| <i>Read grade-level text with purpose and understanding.</i> | | | | | |
| <i>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</i> | | | | | |
| <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> | | | | | |