

Grade 4 Individual Standards Posters



Reading Standards for Literature

Common Core Standards



1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards for Literature

Common Core Standards



2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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Reading Standards for Literature

Common Core Standards



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).

Reading Standards for Literature

Common Core Standards



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).

(See grade 4 Language standards 4–6 for additional expectations.)

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Reading Standards for Literature

Common Core Standards



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.

Reading Standards for Literature

Common Core Standards



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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Reading Standards for Literature

Common Core Standards



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.

Reading Standards for Literature

Common Core Standards



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.

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Reading Standards for Literature

Common Core Standards



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.

Reading Standards for Informational Text

Common Core Standards



1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Reading Standards for Informational Text

Common Core Standards



2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Reading Standards for Informational Text

Common Core Standards



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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Reading Standards for Informational Text

Common Core Standards



4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

(See grade 4 Language standards 4–6 for additional expectations.)

Reading Standards for Informational Text

Common Core Standards



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.

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Reading Standards for Informational Text

Common Core Standards



6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Reading Standards for Informational Text

Common Core Standards



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.

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Reading Standards for Informational Text

Common Core Standards



8. Explain how an author uses reasons and evidence to support particular points in a text.

Reading Standards for Informational Text

Common Core Standards



9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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Reading Standards for Informational Text

Common Core Standards



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.

Foundational Skills

Common Core Standards



3. Know and apply grade-level phonics and word analysis skills in decoding words.

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Foundational Skills

Common Core Standards



3a. 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.

Foundational Skills

Common Core Standards



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.

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Writing

Common Core Standards



1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

Writing

Common Core Standards



2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

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Writing

Common Core Standards



3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Writing

Common Core Standards



4. Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

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Writing

Common Core Standards



5. 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 Language standards 1–3 up to and including grade 4.)

Writing

Common Core Standards



6. 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.

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Writing

Common Core Standards



7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Writing

Common Core Standards



8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.

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Writing

Common Core Standards



9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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].”).
- 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”).

Writing

Common Core Standards



10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Speaking and Listening

Common Core Standards



1. 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.
 - 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.

Speaking and Listening

Common Core Standards



2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 4 Individual Standards Posters



Speaking and Listening

Common Core Standards



3. Identify the reasons and evidence a speaker or media source provides to support particular point.

Speaking and Listening

Common Core Standards



4. 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.
a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.

Grade 4 Individual Standards Posters



Speaking and Listening

Common Core Standards



5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Speaking and Listening

Common Core Standards



6. 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 1 for specific expectations.)

Grade 4 Individual Standards Posters



Language

Common Core Standards



1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language

Common Core Standards



1a. Write fluidly and legibly in cursive or joined italics.

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Language

Common Core Standards



1b. Use **interrogative**, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

Language

Common Core Standards



1c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

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Language

Common Core Standards



1d. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

Language

Common Core Standards



1e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

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Language

Common Core Standards



1f. Form and use prepositional phrases.

Language

Common Core Standards



1g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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Language

Common Core Standards



1h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Language

Common Core Standards



2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 4 Individual Standards Posters



Language

Common Core Standards



2a. Use correct capitalization.

Language

Common Core Standards



2b. Use commas and quotation marks to mark direct speech and quotations from a text.

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Language

Common Core Standards



2c. Use a comma before a coordinating conjunction in a compound sentence.

Language

Common Core Standards



2d. Spell grade-appropriate words correctly, consulting references as needed.

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Language

Common Core Standards



- 3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a.** Choose words and phrases to convey ideas precisely.
 - b.** Choose punctuation for effect.
 - 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).

Language

Common Core Standards



- 4.** 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.

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Language

Common Core Standards



4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Language

Common Core Standards



4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

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Language

Common Core Standards



4c. 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 **and to identify alternate word choices *in all content areas.***

Language

Common Core Standards



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

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Language

Common Core Standards



5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

Language

Common Core Standards



5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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Language

Common Core Standards



5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Language

Common Core Standards



6. 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).

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Language Progressive Skills

Common Core Standards



L.3.1f. Ensure subject-verb and pronoun- antecedent agreement.

Language Progressive Skills

Common Core Standards



L.3.3a. Choose words and phrases for effect.

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Common Core Standards



Common Core Standards

