



### READING STANDARDS: LITERATURE

☐	Number	Standard					
<b>Key Ideas and Details</b>							
☐	4RL 1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					
☐	4RL 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.					
☐	4RL 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).					
<b>Craft and Structure</b>							
☐	4RL 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 <u>grade 4 Language standards 4-6 for additional expectations.</u> )					
☐	4RL 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.					
☐	4RL 6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.					
<b>Integration of Knowledge and Ideas</b>							
☐	4RL 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.					
☐	4RL 8.	(Not applicable to literature)					
☐	4RL 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.					
<b>Range of Reading and Level of Text Complexity</b>							
☐	4RL 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



### READING STANDARDS: INFORMATIONAL TEXT

☐	Number	Standard					
<b>Key Ideas and Details</b>							
☐	4RI 1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					
☐	4RI 2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.					
☐	4RI 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.					
<b>Craft and Structure</b>							
☐	4RI 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 <u>grade 4 Language standards 4-6 for additional expectations.</u> )					
☐	4RI 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.					
☐	4RI 6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.					
<b>Integration of Knowledge and Ideas</b>							
☐	4RI 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.					
☐	4RI 8.	Explain how an author uses reasons and evidence to support particular points in a text.					
☐	4RI 9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.					
<b>Range of Reading and Level of Text Complexity</b>							
☐	4RI 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



### FOUNDATIONAL SKILLS STANDARDS

<b>Phonics and Word Recognition</b>							
☐	4RF 3	Know and apply grade-level phonics and word analysis skills in decoding words.					
☐	4RF 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.					
<b>Fluency</b>							
☐	4RF 4	Read with sufficient accuracy and fluency to support comprehension.					
☐	4RF 4a.	Read on-level text with purpose and understanding.					
☐	4RF 4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					
☐	4RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

### Opinion/Argument



### WRITING STANDARDS: OPINION/ARGUMENT WRITING

<b>Text Types and Purposes</b>							
☐	4W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
☐	4W 1a.	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.					
☐	4W 1b.	Provide reasons that are supported by facts and details.					
☐	4W 1c.	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).					
☐	4W 1d.	Provide a concluding statement or section related to the opinion presented.					

### Informative/Explanatory



### WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

<b>Text Types and Purposes</b>							
☐	4W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
☐	4W 2a.	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.					
☐	4W 2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					
☐	4W 2c.	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).					
☐	4W 2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
☐	4W 2e.	Provide a concluding statement or section related to the information or explanation presented.					

### Narrative



### WRITING STANDARDS: NARRATIVE WRITING

<b>Text Types and Purposes</b>							
☐	4W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
☐	4W 3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.					
☐	4W 3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.					
☐	4W 3c.	Use a variety of transitional words and phrases to manage the sequence of events.					
☐	4W 3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.					
☐	4W 3e.	Provide a conclusion that follows from the narrated experiences or events.					

# GRADE 4 STUDENT CHECKLIST

California Common Core Standards English Language Arts



Opinion/Argument Informative/Explanatory Narrative



## WRITING STANDARDS: ALL GENRES

Number	Standard						
<b>Production and Distribution of Writing</b>							
<input type="checkbox"/>	4W 4.	Produce clear and coherent writing ( <u>including multiple-paragraph texts</u> ) 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.)					
<input type="checkbox"/>	4W 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.)					
<input type="checkbox"/>	4W 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.					
<b>Research to Build and Present Knowledge</b>							
<input type="checkbox"/>	4W 7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.					
<input type="checkbox"/>	4W 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.					
<input type="checkbox"/>	4W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
<input type="checkbox"/>	4W 9. 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].”).					
<input type="checkbox"/>	4W 9. 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”).					
<b>Range of Writing</b>							
<input type="checkbox"/>	4W 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.					

## Speaking & Listening



## SPEAKING AND LISTENING STANDARDS

<b>Comprehension and Collaboration</b>							
<input type="checkbox"/>	4SL 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.					
<input type="checkbox"/>	4SL 1a.	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.					
<input type="checkbox"/>	4SL 1b.	Follow agreed-upon rules for discussions and carry out assigned roles.					
<input type="checkbox"/>	4SL 1c.	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.					
<input type="checkbox"/>	4SL 1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.					
<input type="checkbox"/>	4SL 2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
<input type="checkbox"/>	4SL 3.	Identify the reasons and evidence a speaker <u>or media source</u> provides to support particular points.					
<b>Presentation of Knowledge and Ideas</b>							
<input type="checkbox"/>	4SL 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.					
<input type="checkbox"/>	4SL 4.a	<u>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.</u>					
<input type="checkbox"/>	4SL 5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.					
<input type="checkbox"/>	4SL 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 and 3 for specific expectations.)					

## Language



## LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

<b>Conventions of Standard English</b>							
<input type="checkbox"/>	4L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
<input type="checkbox"/>	4L 1a.	Use <u>interrogative</u> , relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).					
<input type="checkbox"/>	4L 1b.	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.					
<input type="checkbox"/>	4L 1c.	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.					
<input type="checkbox"/>	4L 1d.	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).					
<input type="checkbox"/>	4L 1e.	Form and use prepositional phrases.					
<input type="checkbox"/>	4L 1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					
<input type="checkbox"/>	4L 1g.	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).					
<input type="checkbox"/>	4L 1h.	<u>Write fluidly and legibly in cursive or joined italics.</u>					
<input type="checkbox"/>	4L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
<input type="checkbox"/>	4L 2a.	Use correct capitalization.					
<input type="checkbox"/>	4L 2b.	Use commas and quotation marks to mark direct speech and quotations from a text.					
<input type="checkbox"/>	4L 2c.	Use a comma before a coordinating conjunction in a compound sentence.					
<input type="checkbox"/>	4L 2d.	Spell grade-appropriate words correctly, consulting references as needed.					
<b>Knowledge of Language</b>							
<input type="checkbox"/>	4L 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
<input type="checkbox"/>	4L 3a.	Choose words and phrases to convey ideas precisely.					
<input type="checkbox"/>	4L 3b.	Choose punctuation for effect.					
<input type="checkbox"/>	4L 3.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).					
<b>Vocabulary Acquisition and Use</b>							
<input type="checkbox"/>	4L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.					
<input type="checkbox"/>	4L 4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.					
<input type="checkbox"/>	4L 4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).					
<input type="checkbox"/>	4L 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 <u>and to identify alternate word choices in all content areas.</u>					
<input type="checkbox"/>	4L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
<input type="checkbox"/>	4L 5a.	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.					
<input type="checkbox"/>	4L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.					
<input type="checkbox"/>	4L 5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					
<input type="checkbox"/>	4L 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., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).					