

# Grade 4

## READING: LITERATURE

- 1 CCR Anchor Standard RL.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.**
  - 1 Use details from the text to recount what the text says. [RL.4.1](#)

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- 2 CCR Anchor Standard RL.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
  - 2 Identify the theme of a familiar story, drama or poem. [RL.4.2](#)

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- 3 CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
  - 3 Use details from the text to describe characters in the story. [RL.4.3](#)

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- 4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**
  - 4 Determine the meaning of words in a text. [RL.4.4](#)

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- 5 CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
  - 5 Identify elements that are characteristics of stories. [RL.4.5](#)

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- 6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**
  - 6 Identify the narrator of a story with first person narration. [RL.4.6](#)

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- 7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
  - 7 Compare the text representation of a story to a visual, tactual, or oral version of the same story. [RL.4.7](#)

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- 8 CCR Anchor Standard RL.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.**

K-12 Not applicable to literature

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**9 CCRAnchorStandardRL.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.**

9 Compare characters, settings, or events in stories, myths, or texts from different cultures. [RL.4.9](#)

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**10 CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time. [RL.4.19](#)

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**READING:  
INFORMATIONAL TEXT**

**1 CCR Anchor Standard RI.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.**

1 Identify explicit details in an informational text. [RI.4.1](#)

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**2 CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Identify the main idea of a text when it is explicitly stated. [RI.4.2](#)

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**3 CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text. [RI.4.3](#)

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**4 CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine meaning of words in text. [RI.4.4](#)

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**5 CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text [RI.4.5](#)

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**6 CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Compare own experience with a written account of the same experience. [RI.4.6](#)

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**7 CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Answer questions about information presented visually, orally, or quantitatively. [RI.4.7](#)

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**8 CCR Anchor Standard RI.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.**

8 Identify one or more details supporting a specific point in an informational text. **RI.4.8**

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**9 CCR Anchor Standard RI.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.**

9 Compare details presented in two texts on the same topic. **RI.4.9**

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**10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. **RI.4.10**

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## Reading Foundational Skills

### HANDWRITING

2 Uses letters to create written documents. **RF.4.2**

4 Apply letter-sound knowledge to decode words." **RF.4.4**

a Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. **RF.4.4.A**

b Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). **RF.4.4.B**

5 Engage in purposeful reading of text. **RF.4.5**

a Read text comprised of familiar words with accuracy and understanding. **RF.4.5.A**

b Use letter knowledge and context to support word recognition when reading. **RF.4.5.B**

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## WRITING

**1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1 Write an opinion about topics or texts, supporting a point of view with reasons. **W.4.1**

a Select a topic or text and write an opinion about it. **W.4.1.A**

b List reasons to support the opinion. **W.4.1.B**

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**2 CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 2 Write to share information supported by details. [W.4.2](#)
- a Select a topic and write about it including related visual, factual, or multimedia information as appropriate. [W.4.2.A](#)
  - b List words, facts, or details related to the topic. [W.4.2.B](#)

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**3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- 3 Write about events or personal experiences. [W.4.3](#)
- a Write about a personal experience including two events in sequence. [W.4.3.A](#)
  - b List words that describe an event or personal experience to use when writing about it. [W.4.3.B](#)

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**4 CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**

- 4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others. [W.4.4](#)

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**5 CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

- 5 Gather information about a topic from two or more sources for a research project. [W.4.5](#)

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**6 CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- 6 Gather and sort information from personal experiences or a topic into given categories. [W.4.6](#)

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**9 CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

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**10 CCR Anchor Standard W.10 (in 2010 Standards) – 2010: 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 tasks, purposes, and audiences.**

Integrated into Standards W.1, W.2, and W.3

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## **SPEAKING AND LISTENING**

### **1 CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

- 1 Communicate with others in group interactions. [SL.4.1](#)
    - a Contribute ideas from prior knowledge of a text during discussions about the same text. [SL.4.1.A](#)
    - b With guidance and support, carry out assigned role in a discussion. [SL.4.1.B](#)
    - c Answer specific questions related to information in a discussion. [SL.4.1.C](#)
    - d Identify the key ideas in a discussion. [SL.4.1.D](#)
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### **2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- 2 Ask and answer questions about details from a text read aloud or information presented orally or through other media. [SL.4.2](#)
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### **3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 3 Identify a point that the speaker makes. [SL.4.3](#)
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### **4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 4 Communicate opinion on a familiar topic or text in an organized manner. [SL.4.4](#)
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### **5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- 5 Add audio recordings or visuals to a presentation about a personally relevant topic. [SL.4.5](#)
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### **6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 6 Integrated into SL.4 [SL.4.6](#)
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## **LANGUAGE**

### **1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.**

- 1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating. [L.4.1](#)

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**2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**

2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing. L.4.2

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**3 CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.**

3 Use language to achieve desired outcomes when communicating. L.4.3

a Use language to express emotion. L.4.3.A

b Communicate effectively with peers and adults. L.4.3.B

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**4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4 Demonstrate knowledge of word meanings drawn from grade 4 content. L.4.4

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**5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

5 Demonstrate understanding of word relationships and use. L.4.5

a Use common idioms (e.g., no way, not a chance, you bet). L.4.5.A

b Demonstrate understanding of opposites. L.4.5.B

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**6 CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. L.4.6