

BALLSTON SPA CENTRAL SCHOOL DISTRICT
The Common Core State Standards in Our Schools

Fourth Grade ELA

Standard	In school, I am learning to...
READING: FOUNDATIONAL SKILLS	
<i>Phonics & Word Recognition</i>	
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<ul style="list-style-type: none"> • use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.
<i>Fluency</i>	
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • read fourth grade text with purpose and understanding. • read fourth grade text aloud with accuracy, expression, and appropriate rate. • use strategies to understand unknown words.
Standard	In school, I am learning to...
READING: LITERATURE	
<i>Key Ideas and Details</i>	
<p>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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p>	<ul style="list-style-type: none"> • draw inferences from a text and refer to details and examples in the text when explaining my inferences. • determine the theme of a piece of literature. • summarize a piece of literature. • use specific details from the story to describe a character in depth. • use specific details from the story to describe a setting in depth. • use specific details from the story to describe an event in depth.

<i>Craft and Structure</i>	
<p>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).</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • determine the meaning of words and phrases based on how they are used in a text. • identify the meaning of words that are allusions. • refer to structural elements to explain major differences among poems, drama, and prose. • compare and contrast the viewpoint of different stories, especially in first- and third-person narration.
<i>Integration of Knowledge and Ideas</i>	
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • make connections between the written text of a story and a visual or oral presentation of the text. • compare and contrast themes, topics, and plot patterns of literature from various cultures.
<i>Range of Reading and Level of Text Complexity</i>	
<p>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.</p>	<ul style="list-style-type: none"> • read and comprehend literature appropriate for fourth grade.
<i>Responding to Literature</i>	
<p>RL.4.11. Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.</p> <p>a. Self-select text based upon personal preferences.</p>	<ul style="list-style-type: none"> • Make text to text, text to self and text to world connections • Choose my own books and reading based on my own interests

Standard	In school, I am learning to...
READING: INFORMATIONAL TEXT	
<i>Key Ideas and Details</i>	
<p>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.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p>	<ul style="list-style-type: none"> • draw inferences from a text and refer to details and examples in the text when explaining my inferences. • determine the main idea of a text and explain how it is supported by key details. • summarize a piece of informational text. • explain events, ideas, or procedures from an informational text and use the text to support my explanation.
<i>Craft and Structure</i>	
<p>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>.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • determine the meaning of words or phrases in a grade 4 text. • describe the structure used in a piece of informational text. • explain differences in focus and information provided between a firsthand and secondhand account of the same event.
<i>Integration of Knowledge and Ideas</i>	
<p>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.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • interpret information that is presented orally. • explain how information presented orally contributes to my understanding of a text. • explain how an author uses reasons and evidence to support his/her points. • combine information from two texts on the same topic to write or speak about the subject.
<i>Range of Reading and Level of Text Complexity</i>	
<p>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</p>	<ul style="list-style-type: none"> • read and comprehend informational text appropriate for fourth grade.

range.	
Standard	In school, I am learning to...
WRITING	
<i>Text Types and Purposes</i>	
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>write an opinion piece that supports a point of view, where I:</p> <ul style="list-style-type: none"> • introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose, • provide reasons that are supported by facts and details, • use linking words to give a reason to support my opinion, • provide a concluding section or statement.
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>write an informative piece, which examines a topic, where I:</p> <ul style="list-style-type: none"> • introduce a topic and group related information and include formatting and illustrations when helpful, • use facts, definitions, details, and quotations to develop the topic, • use linking words to connect ideas within categories, • provide a concluding statement or section.

<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>write a real or imagined narrative piece where I:</p> <ul style="list-style-type: none"> • establish a situation, introduce a narrator, and organize an appropriate sequence, • use dialogue and descriptions to develop events and characters, • use transitional words and phrases to manage sequence of events, • use concrete words and phrases and sensory details, • provide some sense of closure.
<i>Production and Distribution of Writing</i>	
<p>W.4.4. 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 1–3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. 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.</p>	<ul style="list-style-type: none"> • produce piece of writing that are appropriate for fourth grade tasks, purposes, and audiences. • use guidance from my peers and adults to plan, revise, and edit my writing. • use digital tools to produce and publish my work. • use the internet to interact and collaborate with my peers on writing projects. • demonstrate a command of keyboarding skills to type a page in one setting.
<i>Research to Build and Present Knowledge</i>	
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. 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.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<ul style="list-style-type: none"> • conduct a short research project to build knowledge about a topic. • use provided sources to find information, take notes on sources, and categorize my notes. • provide a list of sources used for a research project. • use evidence from literature to support analysis, reflection, and research. • use evidence from informational text to support analysis, reflection, and research.

Range of Writing	
W.4.10. 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.	<ul style="list-style-type: none"> • write for a range of time and tasks.
Responding to Literature	
W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	<ul style="list-style-type: none"> • Use my own creativity to respond to things I read or learn about
Standard	In school, I am learning to...
SPEAKING & LISTENING	
Comprehension & Collaboration	
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> • prepare for a class discussion and participate by responding to things others say. • follow agreed-upon rules for class discussions and carry-out my assigned roles. • ask questions to clear up my confusion about a presentation. • make comments that contribute to a discussion. • explain my own ideas and understanding as they connect to the discussion. • paraphrase portions of a text read aloud or presented visually. • identify the reasons and evidence a speaker gives to support points.

Presentation of Knowledge and Ideas	
<p>SL.4.4. 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.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. 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.</p>	<ul style="list-style-type: none"> • speak clearly and audibly while reporting on a topic or telling a story or experience in an organized manner. • add audio recordings or visual displays to enhance a presentation. • differentiate between a project that calls for formal English and ones that allow use of informal discourse. • use formal English when appropriate to tasks and situation.
Standard	In school, I am learning to...
LANGUAGE	
Conventions of Standard English	
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • use relative pronouns. • use relative adverbs. • form and use progressive verb tenses. • use modal auxiliary verbs (shall, might, can, must, etc.) • use adjectives in conventional order. (small, red bag NOT red, small bag) • form and use prepositional phrases. • produce complete sentences. • correct inappropriate fragments and run-ons. • correctly use homonyms. • use correct capitalization. • use quotations and commas to mark direct speech and quotations from a text. • use a comma before a coordinating conjunction in a compound sentence. • spell fourth grade words appropriately and consult references as needed.

Knowledge of Language	
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>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).</p>	<ul style="list-style-type: none"> • choose words and phrases to precisely convey ideas. • choose punctuation for effect. • differentiate between contexts that call for formal English and informal discourse.
Vocabulary Acquisition & Use	
<p>L.4.4. 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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>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.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. 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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> -discussing animal preservation).</p>	<ul style="list-style-type: none"> • use context clues to figure out word meanings. • determine the meaning of a word by using the affix or root. • determine the meaning or pronunciation of a word by consulting reference materials. • explain the meaning of simple similes and metaphors. • recognize and explain the meaning of common idioms, adages, and proverbs. • demonstrate my understanding of words by relating them to their synonyms and antonyms. • use words and phrases that I learn through listening and reading, especially words related to fourth grade topics.