

Common Core Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	TEST							
	1	2	3	4	5	6	7	Test
Speaking and Listening: Comprehension and Collaboration								
SL.4.1. 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.	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓	✓	✓	✓	✓	✓	✓	
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓		✓	✓	✓	✓	✓	
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		✓	✓	✓	✓	✓	✓	
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			✓	✓	✓	✓	✓	
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.						✓		
Reading Foundational Skills: Phonics and Word Recognition								
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
Reading: Foundational Skills: Fluency								
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓	✓	
Teacher modeling		✓	✓	✓	✓	✓	✓	
Individual silent practice		✓	✓	✓	✓	✓	✓	
Partner oral practice		✓	✓	✓	✓	✓	✓	
Individual test (reading checkout)		✓	✓			✓	✓	
Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓	✓	✓	✓	

	1	2	3	4	5	6	7	Test
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓	✓	
<u>Language: Conventions of Standard English</u>								
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	✓	✓	✓	✓	✓	✓	✓	
Use proper nouns.	✓	✓	✓			✓	✓	
Form and use regular and irregular plural nouns.				✓				
Use abstract nouns	✓	✓	✓					
Form and use regular and irregular verbs.				✓	✓	✓		
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.				✓	✓	✓		
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.					✓			
Produce simple, compound, and complex sentences.	✓	✓	✓	✓	✓	✓	✓	✓
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓		✓	✓
Use correct capitalization.	✓	✓	✓	✓	✓		✓	✓
Use commas and quotation marks to mark direct speech and quotations from a text.	✓							
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓	✓
<u>Language: Knowledge of Language</u>								
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓
Choose words and phrases to convey ideas precisely.*	✓	✓	✓	✓	✓	✓	✓	✓
Choose punctuation for effect.*	✓				✓			
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	✓	✓	✓	✓	✓	✓	✓	
	✓	✓	✓	✓	✓	✓	✓	✓
<u>Language: Vocabulary Acquisition and Use</u>								
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.	✓	✓	✓	✓	✓	✓	✓	✓
<u>Determine meaning of compound words using word parts.</u>		✓		✓		✓		
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	Test
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.	✓	✓	✓	✓	✓	✓	✓	
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓	✓	✓	✓	✓	✓	
Interpret figurative language, including similes and metaphors, in context.		✓						
Recognize and explain the meaning of common idioms, adages, and proverbs.			✓	✓		✓	✓	
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				✓	✓	✓		
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., wildlife, conservation, and endangered when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓
<u>Reading Literature: Key Ideas and Details</u>								
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.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		✓	✓	✓	✓	✓	✓	✓
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		✓	✓	✓	✓	✓	✓	✓
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).		✓	✓	✓	✓	✓	✓	
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)		✓	✓	✓		✓		
Compare and contrast character with self.		✓	✓	✓	✓			
<u>Reading Literature: Craft and Structure</u>								
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		✓	✓	✓	✓	✓	✓	
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		✓	✓	✓	✓	✓	✓	
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.		✓	✓					
Analyze use of long and short sentences to create tone.				✓				

	1	2	3	4	5	6	7	Test
Analyze use of font to create emphasis (e.g. italics, upper case letters).							✓	
<u>Reading Literature: Integration of Knowledge and Ideas</u>								
RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		✓	✓	✓	✓	✓	✓	
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.		✓	✓	✓	✓	✓	✓	✓
Use personal knowledge, reasoning, and logical thinking in problem solving.				✓	✓			
<u>Reading Literature: Range of Reading and Complexity of Text</u>								
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	
Discriminate between fiction and non-fiction text.	✓	✓		✓		✓	✓	
<u>Reading Informational Text: Key Ideas and Details</u>								
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓					
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓							
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.	✓	✓	✓					
<u>Reading Informational Text: Craft and Structure</u>								
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	✓	✓	✓					
RI.3.6. Distinguish their own point of view from that of the author of a text	✓	✓						
<u>Reading Informational Text: Integration of Knowledge and Ideas</u>								
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓	✓			✓			
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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<u>Writing: Text Types and Purposes</u>								
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓		✓					✓
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.			✓					✓
Provide reasons that are supported by facts and details.	✓		✓					✓
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).			✓					✓
Provide a concluding statement or section related to the opinion presented.			✓					✓
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓					✓	
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		✓					✓	
Develop the topic with facts, definitions, and details.		✓					✓	
Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.		✓					✓	
Provide a concluding statement or section.		✓					✓	
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓			✓			
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.	✓				✓			
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓				✓			
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓				✓			
Provide a concluding statement or section related to the information or explanation presented.					✓			
<u>Writing: Production and Distribution of Writing</u>								
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓		✓	✓	✓		
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓	✓		✓	✓			
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	✓	✓						

	1	2	3	4	5	6	7	Test
<u>Writing: Research to Build and Present Knowledge</u>								
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	✓	✓	✓		✓			
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.	✓	✓						
W.4.9. Draw evidence from literary or informational texts to support analysis.								
Apply grade 4 Reading standards to literature.		✓						
Apply grade 4 Reading standards to informational texts.	✓	✓						
<u>Writing: Range of Writing</u>								
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.	✓	✓	✓	✓	✓	✓	✓	