

-Fourth Grade-

USD 417 Morris County

Common Core Standards

E.L.A. & Literacy

Quick Reference Tool

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College & Career Readiness Anchor Standards

Kansas Addl. 15%

ELA & Literacy Standards

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K-12 College & Career Readiness Anchor Standards

Strand: Reading

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Key Ideas & Details	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.	R.CCR.1
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.CCR.2
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	R.CCR.3
Craft & Structure	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.CCR.4
	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	R.CCR.5
	6. Assess how point of view or purpose shapes the content and style of a text.	R.CCR.6
Integration of Knowledge & Ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	R.CCR.7
	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.	R.CCR.8
	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.	R.CCR.9
Range of Reading & Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.	R.CCR.10

Strand: Writing

Text Types & Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.CCR.1
	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.	W.CCR.2
	3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structures event sequences.	W.CCR.3
Production & Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.CCR.5
	6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	W.CCR.6

Research to Build & Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.CCR.7
	8. Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.CCR.8
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.CCR.9
Range of Writing	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 tasks, purposes, and audiences.	W.CCR.10
Strand: Speaking & Listening		
Comprehension & Collaboration	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.	SL.CCR.1
	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.CCR.2
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.CCR.3
Presentation of Knowledge & Ideas	4. Present information, findings, and supporting evidence such that listeners such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.CCR.4
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.CCR.5
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL.CCR.6
Strand: Language		
Conventions of Standard English	1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking .	L.CCR.1
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing .	L.CCR.2
Knowledge of Language	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 when reading or listening .	L.CCR.3
Vocabulary Acquisition and Use	4. Determine or 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.	L.CCR.4
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.CCR.5
	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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.CCR.6

Kansas Additional 15%

Literacy Learning	1. Engage in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation	KS.LL.1
	2. Use meta-cognitive strategies to monitor literacy learning progress.	KS.LL.2
	3. Engage in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.	KS.LL.3
	4. Engage in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.	KS.LL.4
	5. Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.	KS.LL.5
Range of Reading Level & Text Complexity	6. Encounter a range of engaging and culturally sensitive text and media that motivate the desire to be literate.	KS.RL.11
	7. Read -both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.	KS.RL.12
Text Type & Purpose	8. Create -both independently and collaboratively technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.	KS.W.11
Production & Distribution of Writing	9. Strengthen writing craft-both independently and collaboratively through recursive wiring and revision process and the use of common vocabulary of the 6 Trait model.	KS.W.12

Fourth Grade ELA-Literacy Standards

Strand: Reading

SUB STRAND	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Literature	Key Ideas & Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1
		2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2
		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.4.3
	Craft & Structure	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).	RL.4.4
		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., cast of characters, setting, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL.4.5
		6. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third person narrations.	RL.4.6
	Integration of Knowledge & Ideas	7. Make connections between the text of a story or drama and a visual or oral representation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL.4.7
		8. (Not applicable to literature).	RL.4.8
		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.	RL.4.9
	Range of Reading & Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, drama, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as blended at the high end of the range.	RL.4.10
Informational Text	Key Ideas & Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1
		2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.2
		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.	RI.4.3
	Craft & Structure	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area.	RI.4.4
		5. Describe the overall structure (e.g., chronology, comparison cause/effect, problem/solution) of events, ideas and concepts or information in a text or part of a text.	RI.4.5
		6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.6
	Integration of Knowledge &	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on	RI.4.7

	Integration of Knowledge & Ideas	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.	RI.4.7
		8. Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.8
		9. Integrate information from two texts on the same topic in order to write and speak about the subject knowledgeably.	RI.4.9
	Range of Reading and Level of Text Complexity	10. Be the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiency, with scaffolding as needed at the high end of the range.	RI.4.10
Foundational Skills	Phonics & Word Recognition	1. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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. 	RF.4.3a
	Fluency	2. Read with sufficient accuracy and fluency to support comprehension <ul style="list-style-type: none"> 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. 	RF.4.4a-c
Strand: Writing			
	Text Types & Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> 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. 	W.4.1a-d
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> 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., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic 	W.4.2a-e

		<p>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 and event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the response 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>	W.4.3a-e
Production & Distribution of Writing		4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade level specific expectations for writing types are define in standards 1-3 above).	W.4.4
		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.).	W.4.5
		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.	W.4.6
Research to Build & Present Knowledge		7. Conduct short research projects and build knowledge through investigation of different aspects of a topic.	W.4.7
		8. Recall relevant information from experiences or gathers relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.8
		9. Draw evidence from literacy or information texts to support analysis, reflection, and research. <p>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 characters’ thoughts, words or actions).).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reason and evidence to support particular points in a text.”).</p>	W.4.9a-b
Range of Writing		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.	W.4.10
Strand: Speaking & Listening			
Comprehension & Collaboration		<p>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.</p> <p>a. Come to discussions prepared, having read or studies required</p>	SL.4.1a-d

		<p>material; explicitly draw on preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussion 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>	
		2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2
		3. Identify the reason and evidence a speaker provides to support particular points.	SL.4.3
Presentation of Knowledge & Ideas		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.	SL.4.4
		5. Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.4.5
		6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussions); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).	SL.4.6

Strand: Language

Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives with sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</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 uses frequently confused words (e.g., to, too, two; there, their).*</p>	L.4.1a-g
	<p>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</p>	L.4.2a-d

		<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	L.4.2a-d
	Knowledge of Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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 discussions). 	L.4.3a-c
	Vocabulary Acquisition & Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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. 	L.4.4a- c
		<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as [pretty as a picture] in context). b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical 	L.4.5 a-c

ELA Alignment/Cognitive Levels

COLOR CODE KEY	Common Core Standards					Current State Standards				
	Cognitive Levels					Cognitive Levels				
	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
	I	II	III	IV	V	I	II	III	IV	V
Phonemic Awareness										
Phonics										
Vocabulary										
Text and Print Feature										
Fluency										
Comprehension										
Critical Reasoning										
Author's Craft										
Writing Process										
Elements of Presentation (Verbal & Written)										
Writing Applications										
Language Study										
Listening & Viewing										
Speaking & Presenting										