



**ELA PRIORITY AND SUPPORTING STANDARDS  
GRADE 4**

List of Priority Standards as Shown on Report Card	Notes on Supporting Standards
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Reading: Literature			
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.		
		4.RL.4	<i>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) supports standard 4.RL.3</i>
		4.RL.5	<i>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 supports standard 4.RL.9</i>
4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
		4.RL.7	<i>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 supports standard 4.RL.9</i>
4.RL.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.		
		4.RL.10	<i>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 supports ALL standards.</i>
Reading: Informational Text			
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		



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4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
4.RI.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.		
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text.		
		4.RI.5	<i>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 supports standard 4.RI.3</i>
		4.RI.6	<i>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided supports standard 4.RI.1 and 4. RI.3</i>
		4.RI.7	<i>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 supports standard 4.RI.3</i>
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.		
		4.RI.9	<i>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably supports standard 4.RI.2</i>
		4.RI.10	<i>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 supports ALL standards.</i>



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Reading: Foundational Skills			
4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
4.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
Writing			
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
		4.W.4	<i>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.) supports standards 4.W.1, 4.W.2, and 4.W.3</i>
		4.W.5	<i>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.) supports standards 4.W.1, 4.W.2, and 4.W.3</i>
		4.W.6	<i>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 supports standards 4.W.1, 4.W.2, and 4.W.3</i>



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		4.W.7	<i>Conduct short research projects that build knowledge through investigation of different aspects of a topic supports standard 4.W.8</i>
4.W.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.		
		4.W.9	<i>Draw evidence from literary or informational texts to support analysis, reflection, and research supports standard 4.W.8</i>
		4.W.10	<i>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 supports standards 4.W.1, 4.W.2, and 4.W.3</i>
<b>Speaking and Listening</b>			
4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.		
4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats.		
		4.SL.3	<i>Identify the reasons and evidence a speaker provides to support particular points supports standard 4.SL.2.</i>
4.SL.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.		
		4.SL.5	<i>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes supports standard 4.SL.4.</i>



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		4.SL.6	<i>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.) supports standard 4.SL.4.</i>
<b>Language</b>			
4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		4.L.3	<i>Use knowledge of language and its conventions when writing, speaking, reading, or listening supports standards 4.L.1 and 4.L.2.</i>
4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
		4.L.5	<i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings supports standard 4.L.4.</i>
		4.L.6	<i>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) supports standard 4.L.4.</i>