

Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas & Details															
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]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Craft and Structure															
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). (See Grade 4 Language standards 4–6 for additional expectations.) [RL.4.4]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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. [RL.4.5]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Integration of Knowledge and Ideas

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. [RL.4.7]

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Range of Reading and Level of Text Complexity

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. [RL.4.10]

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READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details

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]

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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]

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READING STANDARDS - FOUNDATIONAL SKILLS

Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]

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Read on-level text with purpose and understanding. [RF.4.4a]

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Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

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WRITING STANDARDS

Text Types and Purposes: Opinion

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]

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Text Types and Purposes: Narrative

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]

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Production and Distribution of Writing

Produce clear and coherent writing (including multiple-paragraph texts) 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.) [W.4.4]

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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]

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Research to Build and Present Knowledge

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. [W.4.8]

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Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]

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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 character’s thoughts, words, or actions].”). [W.4.9a]

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Range of Writing

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]

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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. [SL.4.1]

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Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]

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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. **[SL.4.1c]**

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Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **[SL.4.1d]**

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Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.4.2]**

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Identify the reasons and evidence a speaker or media source provides to support particular points. **[SL.4.3]**

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Presentation of Knowledge and Ideas

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]**

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **[L.4.1]**

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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **[L.4.2]**

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Spell grade-appropriate words correctly, consulting references as needed. **[L.4.2d]**

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Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]

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Choose words and phrases to convey ideas precisely. [L.4.3a]

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Vocabulary Acquisition and Use

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. [L.4.4]

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Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]

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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 and to identify alternate word choices in all content areas. [L.4.4c]

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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5]

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Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. [L.4.5a]

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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). [L.4.6]

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