

STRAND	STANDARD	ONGOING COMMON CORE STATE STANDARDS — FOURTH GRADE
READING FOR LITERATURE	CC.RL.4.1	Key Ideas and Details: <b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
	CC.RL.4.10	Range of Reading and Complexity of Text: <b>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.</b>
READING FOR INFORMATIONAL TEXT	CC.RI.4.1	Key Ideas and Details: <b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
	CC.RI.4.10	Range of Reading and Complexity of Text: <b>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 necessary at the high end of the range.</b>
READING: FOUNDATIONAL SKILLS	CC.RF.4.3a	Phonics and Word Recognition: <b>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.</b>
	CC.RF.4.4a	Fluency: <b>Read on-level text with purpose and understanding.</b>
	CC.RF.4.4b	Fluency: <b>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</b>
	CC.RF.4.4c	Fluency: <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
WRITING	CC.W.4.4	Production and Distribution of Writing: <b>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.)</b>
	CC.W.4.5	Production and Distribution of Writing: <b>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 on page 28 and 29.)</b>
	CC.W.4.6	Production and Distribution of Writing: <b>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.</b>
	CC.W.4.7	Research to Build and Present Knowledge: <b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b>
	CC.W.4.9	Research to Build and Present Knowledge: <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
	CC.W.4.10	Range of Writing: <b>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.</b>
SPEAKING AND LISTENING	CC.SL.4.1	Comprehension and Collaboration: <b>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.</b>
	CC.SL.4.1a	Comprehension and Collaboration: <b>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.</b>
	CC.SL.4.1b	Comprehension and Collaboration: <b>Follow agreed-upon rules for discussions and carry out assigned roles.</b>
	CC.SL.4.1c	Comprehension and Collaboration: <b>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.</b>
	CC.SL.4.1d	Comprehension and Collaboration: <b>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</b>

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SPEAKING AND LISTENING	CC.SL.4.2	Comprehension and Collaboration: <b>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>
	CC.SL.4.3	Comprehension and Collaboration: <b>Identify the reasons and evidence a speaker provides to support particular points.</b>
	CC.SL.4.4	Presentation of Knowledge and Ideas: <b>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.</b>
	CC.SL.4.5	Presentation of Knowledge and Ideas: <b>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b>
	CC.SL.4.6	Presentation of Knowledge and Ideas: <b>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 on page 28 and 29 for specific expectations.)</b>
LANGUAGE	CC.L.4.2a	Conventions of Standard English: <b>Use correct capitalization.</b>
	CC.L.4.2d	Conventions of Standard English: <b>Spell grade-appropriate words correctly, consulting references as needed.</b>
	CC.L.4.3c	Knowledge of Language: <b>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</b>
	CC.L.4.4a	Vocabulary Acquisition and Use: <b>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b>
	CC.L.4.4c	Vocabulary Acquisition and Use: <b>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.</b>