

# 4th Grade Common Core State Standards

## Writing

### Text Types and Purposes

- CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.4.1a 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.
- CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
- CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.4.2a 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.
- CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.
- CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
- CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

# 4th Grade Common Core State Standards

## ...Writing

### Production and Distribution of Writing

- CCSS.ELA-Literacy.W.4.4 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.)
- CCSS.ELA-Literacy.W.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 here.)
- CCSS.ELA-Literacy.W.4.6 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.

### Research to Build and Present Knowledge

- CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.W.4.9a 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]”).
- CCSS.ELA-Literacy.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### Range of Writing

- CCSS.ELA-Literacy.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.

# 4th Grade Common Core State Standards

## Speaking and Listening

### Comprehension and Collaboration

- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.SL.4.1a 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.
- CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.4.1c 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.
- CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

### Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.SL.4.4 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.
- CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-Literacy.SL.4.6 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 here for specific expectations.)

# 4th Grade Common Core State Standards

## Language

### Conventions of Standard English

CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.

CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).\*

CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.2a Use correct capitalization.

CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech & quotations from a text.

CCSS.ELA-Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.\*

CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.\*

CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

# 4th Grade Common Core State Standards

## ...Language

### Vocabulary Acquisition and Use

- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- CCSS.ELA-Literacy.L.4.4c 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.
- CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- CCSS.ELA-Literacy.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).