**GRADE 4-Key Ideas and Details**

**Literary Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and 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. | | |
| **CCSS – Grade Specific Reading Standard 1 (Literary)** | | |
| Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | **Grade 4: Refer to details and examples in a text when explaining to what a text says explicitly and when drawing inferences from the text.** | Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Text references * Explicit information * Inference * Prediction * Generalizations * Background knowledge * Literary elements (e.g., character, setting, events) * Details and examples * Author’s decisions | * Authors include key details in literary texts which can help a reader ask and answer questions. * Good readers use examples and details from the text to support their inferences. * Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. * Good readers make meaning using the details and examples in a text. | * Make, test and revise predictions as they read * Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read * Refer to details and examples from the text when explaining what the text says * Make implied inferences about literary elements and author’s decisions in a text * Refer to details and examples from the text when drawing inferences |
| **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | |

**GRADE 4- Key Ideas and Details**

**Literary Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | |
| **CCSS – Grade Level Reading Standard 2 (Literary)** | | | | |
| **Grade 3:** Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text. | **Grade 4: Determine a theme of a story, drama, or poem from details in the text; summarize the text.** | | | **Grade 5:** Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary texts * How to summarize * Central idea(s) * Theme * Difference between central ideas and details in a story * Characteristics of an effective summary for literary texts | | * Authors of literary texts include details that help readers determine the theme or central idea(s). * Good readers create effective summaries that capture the central idea(s) or theme of the text. | * Determine the central idea(s) of literary text(s) * Determine the theme of literary text(s) * Identify the difference between central ideas and details in a story * Identify the characteristics of an effective summary for literary texts * Determine a theme of a story, drama, or poem from details in the text; summarize the text | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | | | |

**GRADE 4-Key Ideas and Details**

**Literary Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | |
| **CCSS – Grade Level Reading Standard 3 (Literary)** | | | | |
| **Grade 3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | **Grade 4:** 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). | | | **Grade 5:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary texts * Key ideas * Important/supporting key details * Story Elements * Plot (e.g., events, climax/turning point, resolution,) * Conflict (man vs. man, man vs. self, man vs. nature, etc.) * Characters and character roles (hero/villain, major/ minor, protagonist/ antagonist) * Setting (e.g., time, place) * Drama Elements * Scenes * Dialogue * Stage directions * Character traits, actions, feelings, words | | * Authors use specific details in a story or drama to describe characters, settings, or events. * Good readers use specific details from a literary text to support their thinking about characters, settings or events. | * Identify important, specific details that support key ideas * Identify and describe the plot events in a story or drama * Describe the setting of a story or drama * Describe or graphically represent characters (traits, thoughts, words, feelings and actions) * Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | | | |

**GRADE 4-Craft and Structure**

**Literary Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. | | | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | | | |
| **Grade 3:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. | **Grade 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).** | | | **Grade 5:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary text * Word choice * Context clues * Literal/ Denotative meaning * Connotative meaning * Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) * Words/phrases that reference well-known characters or stories (e.g., from well-known mythology, fairy tales, fables, legends) * Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) * Mood | | * Authors make purposeful language choices to enhance the meaning of literary text(s). * Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). | * Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Determine the appropriate definition of words that have more than one meaning * Differentiate between literal and non-literal meaning * Identify and interpret figurative language and literary devices * Describe how figurative language, literary devices, and other language choices enhance meaning * Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | | | |

**GRADE 4-Craft and Structure**

**Literary Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, 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. | | |
| **CCSS – Grade Level Reading Standard 5 (Literary)** | | |
| **Grade 3:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections | **Grade 4: 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.** | **Grade 5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Literary text * How to explain * Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) * Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter) * Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) * Structural elements of prose (e.g. sentence, paragraph, chapter) * Relationships between parts of text and whole text | * Authors’ choices of text structures vary according to genre. * Good readers understand the structure of a text and use this information to make sense of what they read. * Good readers understand that the structure of a literary text varies by genre. | * Identify genre * Identify text structures * Describe the text structure of prose * Describe the structural elements of poems * Describe the structural elements of drama * Make predictions about text based on text structures * Explain major differences between poems, drama, and prose referring to their structural elements |
| **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | |

**GRADE 4-Craft and Structure**

**Literary Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):**  Assess how point of view or purpose shapes the content and style of a text. | | |
| **CCSS – Grade Level Reading Standard 6 (Literary)** | | |
| **Grade 3:** Distinguish their own point of view from that of the narrator or those of the characters. | **Grade 4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.** | **Grade 5:** Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Literary text(s) * Compare * Contrast * Point of View (first-person, third-person) * Author’s view point * Narrator/Narration * Speaker * Audience * Differences between first-person and third-person narrations * Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text | * An author’s purpose for writing a piece of text affects the choices he/she makes in constructing the text including the point of view selected. * Good readers recognize that there are some similarities and differences between first and third person point of view. | * Identify the author’s purpose for writing a text * Identify the point of view of a text * Describe how point of view affects a literary text * Differentiate between first-person and third-person narration * Identify the strengths and weaknesses of using first-person and third-person point of view. * Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations |
| **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | |

**GRADE 4 - Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse media and formats, including visually and  quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Literary)** | | | | |
| **Grade 3:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | **Grade 4: 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.** | | | **Grade 5:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * How to make connections * Compare * Contrast * Illustrations (e.g., pictures, photos, drawings) * Narrative elements (e.g., character, setting, plot/events, mood) * Versions of text (e.g., written, visual, oral, print, digital) * Genre (e.g., story, drama) * Visual tools (e.g., lighting, props) * Oral tools (e.g., sound effects, music, voice ) | | * Authors/directors make choices which can result in multiple interpretations of the same text. * Good readers make connections between the written and visual or oral presentations of a literary text to enhance their understanding. | * Recognize the unique tools used in visual and oral versions of a text * Compare and contrast the written version of text to the visual or oral presentation of the same text * 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 | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | | | |

**There is no Standard 8 for 4th Grade.**

**GRADE 4- Integration of Knowledge and Ideas**

**Literary Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. | | |
| **CCSS – Grade Level Reading Standard 9 (Literary)** | | |
| **Grade 3:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | **Grade 4: 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.** | **Grade 5:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Compare/Contrast * Theme(s) * Topic(s) * Culture(s) * Characteristics of various genres (e.g., multicultural literature, stories, and myths) * Author’s choices (e.g., audience, word choice, text structure, mood) * Author’s intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past) * Author’s perspective/view point * Text-to-text, text-to-world connections * Pattern of events (e.g., the quest, problem/solution, cause/effect, explanation of a natural phenomenon) | * Authors’ approaches to themes and topics are influenced by their perspectives and their intentions. * Good readers compare and contrast various texts to deepen their understanding of themes and topics. | * Identify the characteristics of various genres * Identify the theme of a text * Distinguish between a topic and theme * Identify and explain author’s intention/purpose * Identify and explain author’s perspective/view point * Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes * Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  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. | | |