



Grade 4 Reading Standards & Student Learning Targets

*The highlighted standards and student learning targets are assessed for mastery on the report card. All other standards are introduced to students at this grade level.

Literature: Fiction

CCSS:	Standard:	Student Learning Targets:
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. I can make inferences using specific details from text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> I can determine the theme of a story, drama, or poem. I can summarize a story, drama, or poem.
RL.4.3	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).	<ul style="list-style-type: none"> I can describe a story's character, setting, or events using specific details from the text.
RL.4.4	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).	<ul style="list-style-type: none"> I can determine word meaning in a text. I can identify word meaning alluding from classic mythology.
RL.4.5	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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). I can describe the differences in structure of poems, drama and prose.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> I can compare and contrast different narrators' points of view.
RL.4.7	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.	<ul style="list-style-type: none"> I can make connections between a text and the text's visuals.
RL.4.8	(Not applicable to literature)	<ul style="list-style-type: none">
RL.4.9	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.	<ul style="list-style-type: none"> I can compare how similar ideas and stories are portrayed between different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5	<ul style="list-style-type: none"> I can read grade-level literary texts proficiently and independently.

	text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> I can read above-grade literary texts with scaffolding and support.
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Informational Text: Nonfiction

CCSS:	Standard:	Student Learning Targets:
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. I can make inferences using specific details from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> I can determine the main idea using specific details from the text. I can summarize informational or persuasive text.
RI.4.3	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.	<ul style="list-style-type: none"> I can explain the main points in a historical, scientific, or technical text, using specific details in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none"> I can determine the meaning of academic words or phrases in an informational text. I can determine the meaning of content words or phrases in an informational text.
RI.4.5	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.	<ul style="list-style-type: none"> I can describe the organizational structure in informational or persuasive text (chronology, comparison, cause/effect, problem/solution).
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> I can compare and contrast a first-hand and second-hand account of the same event or topic.
RI.4.7	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.	<ul style="list-style-type: none"> I can interpret information presented through charts, graphs, timelines, or websites. I can explain how visual or graphic information helps me understand the text around it.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> I can accurately synthesize information from two texts on the same topic.
RI.4.10	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	<ul style="list-style-type: none"> I can read grade-level informational texts proficiently and independently.

	proficiently, with scaffolding as necessary at the high end of the range.	<ul style="list-style-type: none"> I can read above-grade informational texts with scaffolding and support.
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Foundational Skills:

CCSS:	Standard:	Student Learning Targets:
RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. 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.</p>	<ul style="list-style-type: none"> I can use a variety of strategies to read words.
RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> I can read 4th grade level texts accurately and fluently to make meaning. <ul style="list-style-type: none"> I can read 4th grade level texts with purpose. I can read 4th grade level texts with fluency. I can use clues in the text to check my accuracy. I can re-read to make sure that what I'm reading makes sense.