



FOURTH GRADE

Reading Standards for the Archdiocese of Detroit

LITERATURE

Key Ideas and Details

| | |
|----------------|--|
| R.L.4.1 | <ul style="list-style-type: none">Refer to details and examples in multiple texts when explaining what the text says explicitly and when drawing inferences from the text. |
| R.L.4.2 | <ul style="list-style-type: none">Determine themes of stories, dramas, or poems from details in the text; summarize the text. |
| R.L.4.3 | <ul style="list-style-type: none">Describe in depth a character, setting, or event in a story or drama, drawing upon specific details in the text (e.g., a character's thoughts, words, or actions). |

Craft and Structure

| | |
|----------------|--|
| R.L.4.4 | <ul style="list-style-type: none">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). |
| R.L.4.5 | <ul style="list-style-type: none">Explain major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| R.L.4.6 | <ul style="list-style-type: none">Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations. |
| R.L.4.7 | <ul style="list-style-type: none">Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit. |
| R.L.4.8 | <ul style="list-style-type: none">Identify and describe a variety of narrative genre including but not limited to: poetry, myths/legends, fantasy, and adventure. |
| R.L.4.9 | <ul style="list-style-type: none">Retell and summarize grade level appropriate narrative text. |

Integration of Knowledge and Ideas

| | |
|-----------------|---|
| R.L.4.10 | <ul style="list-style-type: none">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. |
| R.L.4.11 | <ul style="list-style-type: none">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. |
| R.L.4.12 | <ul style="list-style-type: none">Infer feelings and motivation through dialogue; various character roles and functions (hero, villain, narrator); know first person point of view and conflict/resolution. |
| R.L.4.13 | <ul style="list-style-type: none">Explain how authors use literary devices to identify main idea, draw conclusion, depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts. |
| R.L.4.14 | <ul style="list-style-type: none">Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses. |

Range of Reading and Level of Text Complexity

| | |
|-----------------|--|
| R.L.4.15 | <ul style="list-style-type: none">Read and comprehend literature, including stories, dramas, and poetry, in the fourth grade text level complexity proficiently, with scaffolding as needed. |
|-----------------|--|

INFORMATIONAL TEXT

Key Ideas and Details

| | |
|--|--|
| R.I.4.1 | <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.I.4.2 | <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| R.I.4.3 | <ul style="list-style-type: none"> 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. |
| R.I.4.4 | <ul style="list-style-type: none"> Identify and explain the defining characteristics of informational genre (autobiography/biography, personal essay, almanac, newspaper). |
| R.I.4.5 | <ul style="list-style-type: none"> Identify and describe informational text patterns: compare/contrast, position/support, and problem/solution). |
| R.I.4.6 | <ul style="list-style-type: none"> Retell and summarize grade level appropriate informational text. |
| <i>Craft and Structure</i> | |
| R.I.4.7 | <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. |
| R.I.4.8 | <ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| R.I.4.9 | <ul style="list-style-type: none"> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| R.I.4.10 | <ul style="list-style-type: none"> Explain how authors use appendices, headings, subheadings, marginal notes, keys, legends, maps, charts, figures, and bibliographies to enhance understanding of supporting and key ideas in a variety of texts. |
| <i>Integration of Knowledge and Ideas</i> | |
| R.I.4.11 | <ul style="list-style-type: none"> 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. |
| R.I.4.12 | <ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text. |
| R.I.4.13 | <ul style="list-style-type: none"> Integrate information from two texts of the same topic in order to write or speak about the subject knowledgeably. |
| R.I.4.14 | <ul style="list-style-type: none"> Apply significant knowledge from what is read in grade level science and social studies texts. |
| <i>Range of Reading and Level of Text Complexity</i> | |
| R.I.4.10 | <ul style="list-style-type: none"> Read and comprehend informational texts, including history/social studies, science, and technical texts in the fourth grade text complexity proficiently, with scaffolding as needed. |
| FOUNDATIONAL SKILLS | |
| <i>Phonics and Word Recognition</i> | |
| R.F. 4.1 | <ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. |
| R.F. 4.1a | <ul style="list-style-type: none"> 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. |
| R.F.4.2 | <ul style="list-style-type: none"> Explain how to use word structures, sentences, and prediction to aid in decoding words and understanding the meanings of words encountered in text. |
| R.F.4.3 | <ul style="list-style-type: none"> Use structural, semantic, syntactic, and context cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words. |
| R.F.4.4 | <ul style="list-style-type: none"> Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts: engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use a thesaurus. |
| R.F.4.5 | <ul style="list-style-type: none"> Determine the meaning of words and phrases in context (similes, metaphors, content vocabulary) using strategies and resources (context clues, semantic feature analysis, thesaurus, etc.). |
| <i>Fluency</i> | |
| R.F.4.6 | <ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension |
| R.F.4.6a | <ul style="list-style-type: none"> Read grade-level text with purpose and understanding. |
| R.F.4.6b | <ul style="list-style-type: none"> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |
| R.F.4.7 | <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| R.F.4.8 | <ul style="list-style-type: none"> <i>Independently self-monitor comprehension when reading or listening to texts by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing</i> |
| R.F.4.9 | <ul style="list-style-type: none"> Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning to unknown words. |
| R.F.4.9a | <ul style="list-style-type: none"> Use graphic organizers to deepen the reader's understanding of compare and contrast and sequence organizational patterns. |
| WRITING | |
| <i>Text Types and Purposes</i> | |
| W.4.1 | <ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| W.4.1a | <ul style="list-style-type: none"> 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. |
| W.4.1b | <ul style="list-style-type: none"> Provide reasons that are supported by facts and details. |
| W.4.1c | <ul style="list-style-type: none"> Link opinions and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). |
| W.4.1d | <ul style="list-style-type: none"> Provide a concluding statement or section relate to the opinion presented. |
| W.4.2 | <ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W.4.2a | <ul style="list-style-type: none"> 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. |
| W.4.2b | <ul style="list-style-type: none"> Develop the topic with facts, definitions, concrete details, quotations, or other |

| | |
|--|--|
| | information and examples related to the topic. |
| W.4.2c | <ul style="list-style-type: none"> • Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). |
| W.4.2d | <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. |
| W.4.3 | <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. |
| W.4.3a | <ul style="list-style-type: none"> • Build foundation for the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| W.4.3b | <ul style="list-style-type: none"> • Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| W.4.3c | <ul style="list-style-type: none"> • Use a variety of transitional words and phrases to manage the sequence of events. |
| W.4.3d | <ul style="list-style-type: none"> • Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| W.4.4 | <ul style="list-style-type: none"> • Write narrative pieces (journal entry, letter, e-mail) creating relationships among setting, characters, theme, and plot. |
| W.4.5 | <ul style="list-style-type: none"> • Write stories (character sketch, dialogue) using personification, setting, and actions and thoughts that reveal important character traits. |
| W.4.6 | <ul style="list-style-type: none"> • Write scenes from a play using personification, setting, and actions and thoughts that reveal important character traits. |
| W.4.7 | <ul style="list-style-type: none"> • Write persuasive pieces (book review, letter, radio ad) with audience in mind, proper organization, elaboration and clarification. |
| W.4.8 | <ul style="list-style-type: none"> • Write explanatory writing pieces (directions, point of view, solve a problem) with audience in mind, proper organization, elaboration and clarification. |
| W.4.9 | <ul style="list-style-type: none"> • Write poetry based on reading a wide variety of grade level appropriate published poetry. |
| W.4.10 | <ul style="list-style-type: none"> • Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (compare and contrast). |
| W.4.11 | <ul style="list-style-type: none"> • Write prayers using personal reflection based on scripture readings. |
| <i>Production and Distribution of Writing</i> | |
| W.4.12 | <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| W.4.13 | <ul style="list-style-type: none"> • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.4.14 | <ul style="list-style-type: none"> • 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. |
| <i>Research to Build and Present Knowledge</i> | |
| W.4.15 | <ul style="list-style-type: none"> • Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| W.4.16 | <ul style="list-style-type: none"> • 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 |
| W.4.17 | <ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research; |
| W.4.17a | <ul style="list-style-type: none"> Set a purpose, consider audience, and replicate author’s style and pattern when writing narrative or informational text. |
| W.4.17b | <ul style="list-style-type: none"> Edit and proofread writing using appropriate resources (dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups. |
| W.4.17c | <ul style="list-style-type: none"> Apply a variety of drafting strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence). |
| W.4.17d | <ul style="list-style-type: none"> Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs. |
| W.4.17e | <ul style="list-style-type: none"> Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (re-arranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions). |
| <i>Range of Writing</i> | |
| W.4.18 | <ul style="list-style-type: none"> 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. |
| Handwriting | |
| W.4.19 | <ul style="list-style-type: none"> Use cursive writing, legibly and across all content areas. |
| SPEAKING AND LISTENING | |
| <i>Comprehension and Collaboration</i> | |
| S.L.4.1 | <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on the others’ ideas and expressing their own clearly. |
| S.L.4.1a | <ul style="list-style-type: none"> 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 |
| S.L.4.1b | <ul style="list-style-type: none"> Follow agreed-upon rules for discussions and carry out assigned roles. |
| S.L.4.1c | <ul style="list-style-type: none"> 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. |
| S.L.4.1d | <ul style="list-style-type: none"> Review the key ideas expressed and explain individual ideas and understandings in light of the discussion. |
| S.L.4.2 | <ul style="list-style-type: none"> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| S.L.4.3 | <ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. |
| S.L.4.4 | <ul style="list-style-type: none"> Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership. |
| S.L.4.5 | <ul style="list-style-type: none"> Express ideas using more complex ideas. |

| | |
|--|---|
| S.L.4.6 | <ul style="list-style-type: none"> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (community-building, appreciation/invitations, cross-curricular discussions). |
| S.L.4.7 | <ul style="list-style-type: none"> Discuss narratives (mystery, myths and legends, tall tales, poetry) conveying the story grammar (character’s thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience. |
| S.L.4.8 | <ul style="list-style-type: none"> Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings. |
| S.L.4.9 | <ul style="list-style-type: none"> Engage in interactive extended discourse to socially construct meaning (book clubs, literature circles, partnerships, or other conversation protocols). |
| S.L.4.10 | <ul style="list-style-type: none"> Engage in daily spoken prayers while maintaining appropriate posture, gestures and eye contact. |
| ORAL PRAYER | |
| S.L.4.10 | <ul style="list-style-type: none"> Engage in daily spoken prayers while maintaining appropriate posture, gestures and eye contact. |
| PRESENTATION OF KNOWLEDGE AND IDEAS | |
| S.L.4.11 | <ul style="list-style-type: none"> 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. |
| S.L.4.12 | <ul style="list-style-type: none"> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| S.L.4.13 | <ul style="list-style-type: none"> Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. |
| S.L.4.14 | <ul style="list-style-type: none"> Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (descriptive, problem/solution, cause and effect) supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language. |
| S.L.4.15 | <ul style="list-style-type: none"> Respond to questions asked of them, providing appropriate elaboration and details. |
| S.L.4.16 | <ul style="list-style-type: none"> Summarize the major ideas and evidence presented in spoken messages and formal presentations. |
| S.L.4.17 | <ul style="list-style-type: none"> Combine skills to reveal strengthening literacy (viewing then analyzing in writing, listening then giving an opinion orally). |
| S.L.4.18 | <ul style="list-style-type: none"> Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding. |
| S.L.4.19 | <ul style="list-style-type: none"> Select, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. |
| S.L.4.20 | <ul style="list-style-type: none"> Listen to or view and discuss a variety of genres and compare their responses to those of their peers. |
| S.L.4.21 | <ul style="list-style-type: none"> Recognize and analyze the various roles of the communication process (to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions. |

| | |
|--|--|
| S.L.4.22 | <ul style="list-style-type: none"> Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors. |
| S.L.4.23 | <ul style="list-style-type: none"> Be aware of their role in discerning and reflecting on virtuous listening and viewing habits that are in line with Catholic Social Teaching. |
| LANGUAGE | |
| <i>Conventions of Standard English</i> | |
| L.4.1 | <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.4.1a | <ul style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). |
| L.4.1b | <ul style="list-style-type: none"> Form and use the progressive verb tenses (<i>I was walking; I am walking; I will be walking</i>). |
| L.4.1c | <ul style="list-style-type: none"> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. |
| L.4.1d | <ul style="list-style-type: none"> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). |
| L.4.1e | <ul style="list-style-type: none"> Identify, form, and use prepositional phrases. |
| L.4.1f | <ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| L.4.1.g | <ul style="list-style-type: none"> Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>). |
| L.4.1.h | <ul style="list-style-type: none"> Identify and use simple and compound sentences. |
| L.4.1.i | <ul style="list-style-type: none"> Identify and use direct and indirect objects. |
| L.4.1.j | <ul style="list-style-type: none"> Identify and use adjectives. |
| L.4.1.k | <ul style="list-style-type: none"> Identify and use adverbs. |
| L.4.1.l | <ul style="list-style-type: none"> Identify and use common and proper nouns as subjects and objects. |
| L.4.1.m | <ul style="list-style-type: none"> Identify and use plural and possessive nouns. |
| L.4.1.n | <ul style="list-style-type: none"> Identify and use pronouns as antecedents. |
| L.4.1.o | <ul style="list-style-type: none"> Identify and use regular and irregular verbs. |
| L.4.2 | <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.4.2a | <ul style="list-style-type: none"> Use correct capitalization. |
| L.4.2b | <ul style="list-style-type: none"> Use commas and quotation marks to mark direct speech and quotations from a text. |
| L.4.2c | <ul style="list-style-type: none"> Use a comma before a coordinating conjunction in a compound sentence. |
| L.4.2d | <ul style="list-style-type: none"> Spell grade-appropriate words correctly, consulting references as needed. |
| L.4.2e | <ul style="list-style-type: none"> Use hyphens between syllables. |
| L.4.2f | <ul style="list-style-type: none"> Use apostrophes in contractions. |
| L.4.2g | <ul style="list-style-type: none"> Use commas in salutations to set off words, phrases. |
| L.4.2h | <ul style="list-style-type: none"> Use quotation marks or italics to identify titles or names. |
| KNOWLEDGE of LANGUAGE | |
| L.4.3 | <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | |
|--|--|
| L.4.3a | <ul style="list-style-type: none"> Choose words and phrases to convey ideas precisely. |
| L.4.3b | <ul style="list-style-type: none"> Choose punctuation for effect. |
| L.4.3c | <ul style="list-style-type: none"> Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. |
| VOCABULARY ACQUISITIONS AND USE | |
| L.4.4 | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon fourth grade reading and content, choosing from a range of strategies. |
| L.4.4a | <ul style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| L.4.4b | <ul style="list-style-type: none"> Use common, grade appropriate, Greek and Latin affixes and roots as clues to the meaning of a word. |
| L.4.4c | <ul style="list-style-type: none"> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| L.4.5 | <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.4.5a | <ul style="list-style-type: none"> Explain the meaning of simple similes and metaphors in context. |
| L.4.5b | <ul style="list-style-type: none"> Recognize and explain the meaning of common idioms, adages, and proverbs. |
| L.4.5c | <ul style="list-style-type: none"> Demonstrate understanding of words by relating them to their synonyms and antonyms. |
| L.4.6 | <ul style="list-style-type: none"> 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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). |