**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 4

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.4.1](http://www.corestandards.org/ELA-Literacy/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. | Explicit Information  Implicit Information  Drawing Conclusions  Infer/Inference Textual Evidence | Know details and examples from text should be used as evidence to support inferences I make when reading the text  Use my own experiences and details from the text to make an inference  Know text contains explicit and implicit information  Know implicit information is not stated in the text, but draws upon my own experiences and clues from the text that will help me draw a conclusion  Know how to choose details and examples from the text that will help me make an inference   * Refer to explicit details from the text to explain and support my inference or conclusion |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.4.2](http://www.corestandards.org/ELA-Literacy/RL/4/2/) Determine a theme of a story, drama, or poem from details in the text; summarize the text | Drama  Inference/Infer  Summarize/Summary  Theme/Central Idea | Know the theme is the central idea or underlying message of the text   * Determine the theme of the text using key details to support thinking * Determine the theme of the story to understand the message the author is trying to communication   Know the theme of a story is woven all the way through a story, drama or poem   * Make connections and draw inferences using details from the text to help determine the theme   Know the characters actions, interactions, and motivations all reflect the theme of a story, drama or poem  Know that the theme is rarely stated in the text and I must use details from the text to help me infer the theme  Know stories, dramas, and poems may or may not have more than one theme  Know that a summary is a brief statement containing the main point of a text   * Write a summary using details from the text |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.4.3](http://www.corestandards.org/ELA-Literacy/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 | Drama  Event  Interaction  Physical Attribute  Setting  Character | Know that a drama is a story that is portrayed by characters through action and dialogue  Know a character can be described based on his/her thoughts, words, actions, decisions, physical attributes, and interactions with others   * Describe a character using specific details from the text regarding the character’s thoughts, words, actions, decisions, physical attributes or interactions with others   Know a setting can be described based upon the time and place   * Describe a setting using specific details from the text regarding the time and place   Know an event can be described based on the characters, action, impact on other events, and the location within the timeline of a story or drama   * Describe an event using specific details from the text regarding the action and sequence of the story |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.4.4](http://www.corestandards.org/ELA-Literacy/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). | Vocabulary in Context  Word Choice  Mythology  Prior Knowledge | Know phrases are sequences of words intended to have meaning   * Determine the meaning of words and phrases as they are used in the text   Know context clues are the words or phrases surrounding an unknown word that can provide hints about the meaning of the word   * Use context clues to determine the meaning of words and phrases as they are used in a text   Know many words come from characters in mythology   * Use prior knowledge, including knowledge of significant characters found in mythology, to determine the meaning of words and phrases as they are used in a text |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.4.5](http://www.corestandards.org/ELA-Literacy/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, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Drama  Poetry | Describe how poems, drama and prose are arranged differently to illustrate events and ideas to create a dramatic effect  Describe how structural elements of poems, drama and prose enhance the reader’s experience of events and ideas portrayed in a text  Analyze the components of a text:   * Know the verse is the number of lines in each stanza of a poem * Know rhythm is a repeating pattern of accented words or syllables in a poem * Know meter is the number of stressed syllables in each line of a poem * Know sound devices such as verse, rhythm and meter are used in poetry to create a musical effect * Know casts of characters are the players in a drama * Know settings are where and when a drama takes place * Know descriptions are words written in a drama to give the reader information about a character or setting * Know dialogue is the words spoken by a character in a story or drama * Know stage directions are written instructions for an actor in the script of a drama * Know prose is ordinary speech or writing about rhythmic structure |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.4.6](http://www.corestandards.org/ELA-Literacy/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. | Point of View  Compare/Contrast | Know stories can be told from different points of view   * Identify the point of view from which a story is being told * Compare and contrast stories that use the same point of view * Can compare and contrast stories that use different points of view * Can find similarities and differences in narration between a story written in first person and a story written in third person   Know first person point of view occurs when the story is being told from a character’s perspective in his or her own words  Know a character who narrates the story in first person point of view refers to himself or herself with the pronoun “I”  Know third person point of view occurs when the story is being told from the author’s perspective, when the author is not a character in the story |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.4.7](http://www.corestandards.org/ELA-Literacy/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. | Making Connections  Compare/Contrast  Multiple Resources  Textual Evidence | Make connections between written, visual, and oral version of a text to improve comprehension of a text   * Use concrete details, quotations, and other information from a presentation of text to explain the connections made * Compare different presentations of a text using concrete details, quotations, and other information from each presentation of the work   Know that making connections requires the student to consider the text and their background knowledge  Identify descriptions and directions in a written, visual, or oral presentation of a text |
| 8 | * (RL.4.8 not applicable to literature) |  |  |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.4.9](http://www.corestandards.org/ELA-Literacy/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. | Theme  Compare/Contrast  Culture  Literary Work  Topic/Main Idea | Know a theme is a central, unifying message of a literary work (i.e. story, myth, legend, tall tale, fable, etc.)   * Compare and contrast themes and topics in stories, myths and traditional literature from different cultures   Know a topic is a subject of a literary work   * Compare and contrast among patterns of events in stories, myths, and traditional literature from different cultures   Know themes and topics are revealed by literary elements (i.e. characters, setting, and events in stories)   * Explain how themes and topics are revealed by characters, settings, and events in stories   Identify specific story patterns in stories, myths, and traditional literature  Know culture means the ideas, beliefs and values shared by a group of people  Know stories, myths, and traditional literature reflect the values and beliefs of the culture from which they come   * Explain how stories, myths, and traditional literature reflect the values and beliefs of the culture from which they come |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RL.4.10](http://www.corestandards.org/ELA-Literacy/RL/4/10/) 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. | Literature  Drama  Poetry | Read and comprehend at a 4th grade level (stories, dramas and poetry). |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 4

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/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. | Textual Evidence  Infer/Inference  Prior Knowledge  Drawing Conclusions | Know that details and examples from informational text should be used as evidence to support assumptions made when reading  Know an inference is based on details from the informational text and prior knowledge and experiences  Use personal experiences and details from the text to make an inference  Know informational text contains explicit and implicit information  Know there is explicit information in the informational text that will help a reader find an answer the explicit   * Explain explicit details from a text the serve for an inference or conclusion |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Main Idea  Summary/Summarize | Know the main idea of an informational text is the message the author is trying to make   * Identify key details from the text * Explain how key details support the main idea of a text   Know the main idea of a text is often stated in a topic sentence  Know how to use details from the informational text to determine the main idea  Know a summary contains only the most important details of a text   * Use key details and the main idea to summarize a text |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/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. | Author’s Purpose  Text Structure/Form  Textual Evidence | Know a technical text is a text written about mechanical or technological subjects   * Understand an author’s organizational techniques and how they affect the overall meaning of the text   Know specific information from the text must be used to knowledgeably support an explanation   * Know what happens in informational text and why it happens   Identify key events, procedures, ideas, or concepts in an informational text   * Explain events, procedures, ideas or concepts in an informational text by describing what happened, why it happened and how it happened * Find specific information in the text to support my explanations |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.4.4](http://www.corestandards.org/ELA-Literacy/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*. | Vocabulary in Context  Word Choice | Identify common prefixes, suffixes and roots and their meanings  Know definitions, examples and restatements are all types of context clues   * Use context such as definitions, examples, and restatement found in text to determine the meaning of a word * Use common Greek and Latin affixes and roots to determine the meaning of a word * Use a glossary, dictionary, or thesaurus to determine the meaning of the word   Know a restatement is when something is stated again in a different way  Know a thesaurus is a book of synonyms and antonyms alphabetically arranged that list words in groups of synonyms |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/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. | Chronology  Compare/Contrast  Cause/Effect  Problem/Solution | Know text structure refers to the way authors organize information in a text   * Determine the overall text structure by using signal or sequence words * Determine how events or ideas relate to one another * Evaluate how the text structure connects the events, ideas, concepts and information presented in the text   Know authors use different structures to communicate events, ideas, concepts and information in a text   * Determine why an author chose a text structure   Know readers use text structure to monitor their comprehension and help them make better sense of the information in a text  Know texts organized chronologically described events in the order they happened, or tell the ordered steps to do or make something   * Describe the order of events in a chronologically organized text   Know sequence words (first, next, then, last) indicate a text is organized chronologically  Know to compare is to show how two or more things are alike  Know to contrast is to show how two or more things are different  Know words that signal a text is organized using a compare/contrast structure (same, alike, as opposed to, on the other hand, etc.)  Know texts organized in a cause/effect structure describe why one or more events occurred  Know a cause is an action or event which has one or more outcomes   * Describe the cause and explain why it led to a specific event   Know an effect is an action or event which occurs as a result of another event (the cause)  Know words which signal a text are organized using a cause/effect structure (because, therefore, as a result, etc.)  Know texts organized in a problem/solution structure describe a problem then give one or more possible solutions  Know a problem is an obstacle that has one or more possible solution   * Describe a problem and possible solution(s) to the problem from the text   Know a solution is how a problem is overcome  Know phrases which signal text are organized using a problem/solution structure (the problem is, a possible solution, to solve this, in order to overcome, etc.)  Know texts organized in a descriptive structure describe a topic by listing characteristics, features and examples  Know words which signal a text are organized using a descriptive structure (for example, characteristics, to illustrate, etc.) |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.4.6](http://www.corestandards.org/ELA-Literacy/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. | Point of View  Source  Firsthand/Secondhand  Compare/Contrast | Know a firsthand account (primary source) is told from the perspective of a participant in the described event   * Identify the important details from the text which indicate the author’s focus * Identify the focus of both the firsthand and secondhand accounts of an event or topic   Know a secondhand account (secondary source) is told from the perspective of someone who was not a participant in the described event  Know the point of view (firsthand or secondhand) of an account affects the focus and information given in the account  Know there will be similarities and differences between firsthand and secondhand accounts of the same event   * Contrast the details and information provided in different accounts of the same event or topic * Compare and contrast a firsthand and secondhand account of the same event or topic |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.4.7](http://www.corestandards.org/ELA-Literacy/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. * [CCSS.ELA-Literacy.RI.4.8](http://www.corestandards.org/ELA-Literacy/RI/4/8/) Explain how an author uses reasons and evidence to support particular points in a text | Text features  Compare/Contrast  Multiple Sources | Identify information text features (charts, graphs, diagrams, time lines, animation, or interactive elements on web pages)  Know the purpose of each text feature (charts, graphs, diagrams, time lines, animation, or interactive elements on web pages)  Read charts, graphs, diagrams, time lines, legends, etc.   * Interpret information from charts, graphs, diagrams, time lines, animations or interactive elements on web pages * Compare and contrast information from charts, graphs, diagrams, time lines, animations, or interactive elements on web pages * Evaluate why information is included or not included in informational text * Explain how information contributes or improves understanding of text |
| 8 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.4.8](http://www.corestandards.org/ELA-Literacy/RI/4/8/) Explain how an author uses reasons and evidence to support particular points in a text. | Argument  Textual Evidence  Reason/Support | Identify reasons and evidence used to support particular points in a text   * Explain how an author uses specific reasons and evidence to support particular points within a text   Know that reasons and evidence are pieces of information that support particular points within a text   * Evaluate whether or not the reasons and evidence given support the particular points posed by the author |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.4.9](http://www.corestandards.org/ELA-Literacy/RI/4/9/) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Integrate | Use multiple sources (2) on the same topic to write or speak about the subject. |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.4.10](http://www.corestandards.org/ELA-Literacy/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 proficiently, with scaffolding as needed at the high end of the range. | Informational texts  Technical texts | Read and comprehend at a 4th grade level (informational and technical texts). |

**CCSS ELA – Reading: Foundational Skills**

Unpacking the Standards – Grade 4

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | **Phonics and Word Recognition:**  [CCSS.ELA-Literacy.RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  [CCSS.ELA-Literacy.RF.4.3a](http://www.corestandards.org/ELA-Literacy/RF/4/3/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. | Affixes  Base Words  Correspondences  Syllable  Root Words | Know letter-sound correspondence   * Use knowledge of phonics and word structure to read unfamiliar multisyllabic words   Know the six syllable types  Know syllable division patterns   * Read unfamiliar multisyllabic words with accuracy   Recognize root/base words  Recognize affixes in words |
| 2 | **Fluency:**  [CCSS.ELA-Literacy.RF.4.4](http://www.corestandards.org/ELA-Literacy/RF/4/4/) Read with sufficient accuracy and fluency to support comprehension.  [CCSS.ELA-Literacy.RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) Read grade-level text with purpose and understanding.  [CCSS.ELA-Literacy.RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  [CCSS.ELA-Literacy.RF.4.4c](http://www.corestandards.org/ELA-Literacy/RF/4/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Print Concepts  Purpose  Fluency  Expression  Structure/Organization  Decode  Context Clues | 4.4a   * Know that print has a message * Know there are different reasons for reading * Determine a purpose for reading * Orally read first grade text for a specific purpose * Tell or explain about what is read   4.4b   * Know fluency includes reading with few or no errors * Know fluency includes reading at an appropriate rate * Know fluency includes reading with expression * Know fluency improves with repeated readings * Know automaticity means reading words quickly and easily * Know the structure and organization of prose * Know the structure and organization of poetry * Know reading poetry may require reading with rhythm * Know reading poetry has an emphasis on phrasing * Adjust my rate of reading to match the purpose * Determine appropriate phrasing when reading poetry * Read orally prose and poetry with automaticity (accuracy and rate) * Read orally prose and poetry with expression   4.4c   * Know strategies for decoding words * Know rereading can improve understanding * Use context to confirm or change the pronunciation of a word * Use context to confirm what I have read makes sense * Reread if something does not make sense * Make changes to improve my understanding after rereading |