



*dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

## Reading Standards: Literature

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Grade 4 Reading Literature (4.RL)

#### Key Ideas and Details

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- 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.\*

#### Craft and Structure

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- 4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.\*
- 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.\*
- 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

\* Denotes a revision has been made to the original Common Core State Standard.



## Integration of Knowledge and Ideas

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- 4.RL.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.
- 4.RL.8 (Not applicable to literature)
- 4.RL.9 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

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- 4.RL.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.

## Grade 3 Reading Informational Text (3.RI)

### Key Ideas and Details

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- 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RI.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.

### Craft and Structure

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- 4.RI.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*.
- 4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.\*
- 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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## Integration of Knowledge and Ideas

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- 4.RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.\*
- 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
- 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## Range of Reading and Level of Text Complexity

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- 4.RI.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.

## College and Career Readiness Anchor Standards for Writing

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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