

COMMON CORE ESSENTIAL ELEMENTS

FOR

FOURTH GRADE

COMMON CORE ESSENTIAL ELEMENTS FOR FOURTH GRADE

Fourth Grade English Language Arts Standards: Reading (Literature)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
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.	EERL.4.1. Use details from the text to recount what the text says.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	EERL.4.2. Determine the main idea of a text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).	EERL.4.3. Use details from text to describe a character in a story.
Craft and Structure.	
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).	EERL.4.4. Determine meaning of words in context.
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.	EERL.4.5. Recognize a text as a story or poem.
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.	EERL.4.6. Identify the narrator of a story.
Integration of Knowledge and Ideas.	
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.	EERL.4.7. Make connections between text and visual or oral presentations.
RL.4.8. (Not applicable to literature)	EERL.4.8. N/A
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.	EERL.4.9. Compare and contrast two stories, myths, or texts from different cultures.
Range of Reading and Level of Text Complexity.	
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.	EERL.4.10. **This Literature Essential Element references all elements above.

Fourth Grade English Language Arts Standards: Reading (Informational Text)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
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.	EERI.4.1. Use details from the text to recount what the text says.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	EERI.4.2. Determine a main idea of a 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.	EERI.4.3. Use details from text to describe what happened.
Craft and Structure.	
RI.4.4. 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> .	EERI.4.4: Determine meaning of words in context.
RI.4.5. 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.	EERI.4.5. Identify the chronological structure of a text (first, then, next).
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.	EERI.4.6. Identify a firsthand account of an event.
Integration of Knowledge and Ideas.	
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.	EERI.4.7. Interpret information presented visually and orally.
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	EERI.4.8. Identify the author’s point.
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	EERI.4.9. Identify similarities of two resources on the same topic.
Range of Reading and Level of Text Complexity.	
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.	EERI.4.10. **This Informational Text Essential Element references all elements above.

Fourth Grade English Language Arts Standards: Reading (Foundational Skills)	
CCSS Grade-Level Standards	Common Core Essential Elements
Phonics and Word Recognition.	
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	EERF.4.3. Know and apply phonics and word analysis skills in decoding words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
b. 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.	EERF.4.3.b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).
Fluency.	
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Decode multi-syllable words.	EERF.4.4. Read text comprised of familiar words with accuracy and understanding.

Fourth Grade English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
Text Types and Purposes.	
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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.	EEW.4.1. Write an opinion about a topic or text and reasons to support the opinion. a. Select a topic or text and write an opinion about it.
b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	EEW.4.1.b-c. List reasons to support the opinion.
d. Provide a concluding statement or section related to the opinion presented.	EEW.4.1.d. N/A

Fourth Grade English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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.	EEW.4.2. Write to convey ideas and information clearly. a. Select a topic and related visual, tactual, or multimedia information.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	EEW.4.2.b. List words, facts, or details related to the topic.
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	EEW.4.2.c. N/A
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	EEW.4.2.d. N/A
e. Provide a concluding statement or section related to the information or explanation presented.	EEW.4.2.e. N/A
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	EEW.4.3. Select an event or personal experience and write about it. a. Write about two events in sequence related to a personal experience.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	EEW.4.3.b. List words that describe an event or personal experience to use when writing about it.
c. Use a variety of transitional words and phrases to manage the sequence of events.	EEW.4.3.c. N/A
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	EEW.4.3.d. N/A
e. Provide a conclusion that follows from the narrated experiences or events.	EEW.4.3.e. N/A
Production and Distribution of Writing.	
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	EEW.4.4. Produce writing that expresses more than one idea with a logical organization.
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.

Fourth Grade English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
W.4.6. 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.	EEW.4.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge.	
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	EEW.4.7. Gather information about a topic from two or more sources for a group research project.
W.4.8. 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.	EEW.4.8. Recall information from personal experiences and sort into provided categories.
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "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].").	EEW.4.9. Recall information from literary and informational text to support writing. a. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., "Use details from text to describe a character in a story.").
b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	EEW.4.9.b. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g., "Use details from the text to recount what the text says.").
Range of Writing.	
W.4.10. 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.	EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences.

Fourth Grade English Language Arts Standards: Speaking and Listening	
CCSS Grade-Level Standards	Common Core Essential Elements
Comprehension and Collaboration.	
SL.4.1. 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 others' ideas and expressing their own clearly. a. 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.	EESL.4.1.a. Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges. a. Contribute ideas from prior knowledge and experience during discussions about text.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	EESL.4.1.b. Take turns in discussions with others.

Fourth Grade English Language Arts Standards: Speaking and Listening	
CCSS Grade-Level Standards	Common Core Essential Elements
c. 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.	EESL.4.1.c. Ask and answer questions about information presented by others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	EESL.4.1.d. Identify the key ideas of the discussion.
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	EESL.4.2. Identify the main idea of a text presented through diverse media.
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	EESL.4.3. Identify a point that the speaker makes.
Presentation of Knowledge and Ideas.	
SL.4.4. 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.	EESL.4.4. Tell a story about a personal experience with supporting details.
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	EESL.4.5. Add audio recordings or visuals to a presentation about a personally relevant topic.
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	EESL.4.6. Differentiate between communication partners and contexts that call for formal and informal communication.

Fourth Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
Conventions of Standard English.	
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	EEL.4.1. Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns.
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	EEL.4.1.b. N/A
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	EEL.4.1.c. N/A

Fourth Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	EEL.4.1.d. Use comparative and superlative adjectives to describe people or objects.
e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*[sic]	EEL.4.1.e. Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>).
f. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*[sic]	EEL.4.1.f. Communicate using grammatically complete utterances.
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EEL.4.2. Demonstrate capitalization, end punctuation, and spelling when communicating.
a. Use correct capitalization.	a. Capitalize the first word in a sentence.
b. Use commas and quotation marks to mark direct speech and quotations from a text.	EEL.4.2.b. N/A
c. Use a comma before a coordinating conjunction in a compound sentence.	EEL.4.2.c. N/A
d. Spell grade-appropriate words correctly, consulting references as needed.	EEL.4.2.d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
Knowledge of Language.	
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EEL.4.3. Use language to convey meaning when writing or communicating.
a. Choose words and phrases to convey ideas precisely.*[sic]	a. Use language to express emotion.
b. Choose punctuation for effect.*[sic]	EEL.4.3.b. N/A
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	EEL.4.3.c. Communicate effectively with peers and adults.
Vocabulary Acquisition and Use.	
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	EEL.4.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	EEL.4.4.b. Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>).

Fourth Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	EEL.4.4.c. N/A
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	EEL.4.5. Demonstrate understanding of word relationships. a. N/A
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	EEL.4.5.b. Use common idioms (e.g., <i>no way, not a chance, you bet</i>).
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	EEL.4.5.c. Demonstrate understanding of opposites.
L.4.6. 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	EEL.4.6. Use domain-specific words.