

COMMON CORE STATE STANDARDS ~ READING
4TH GRADE CHECKLIST

STUDENT:

DATE:

READING STANDARDS FOR FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION RF.4.3

YES	NO	PROG	.N/A	3. KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS
YES	NO	PROG	.N/A	A. USE COMBINED KNOWLEDGE OF ALL LETTER-SOUND CORRESPONDENCES, SYLLABICATION PATTERNS, AND MORPHOLOGY (E.G. ROOTS AND AFFIXES) TO READ ACCURATELY UNFAMILIAR MUTI-SYLLABIC WORDS IN CONTEXT AND OUT OF CONTEXT..

FLUENCY RF.4.4

YES	NO	PROG	N/A	4. READ WITH SUFFICIENT ACCURACY AND FLUENCY TO SUPPORT COMPREHENSION..
YES	NO	PROG	N/A	A. READ GRADE-LEVEL TEXT WITH PURPOSE AND UNDERSTANDING..
YES	NO	PROG	N/A	B. READ GRADE-LEVEL PROSE AND POETRY ORALLY WITH ACCURACY, APPROPRIATE RATE, AND EXPRESSION.
YES	NO	PROG	.N/A	C. USE CONTEXT TO CONFIRM OR SELF-CORRECT WORD RECOGNITION AND UNDERSTANDING, RE-READING AS NECESSARY.

READING STANDARDS FOR LANGUAGE

CONVENTIONS IN WRITING AND SPEAKING L.4.1 & L.4.2

YES	NO	PROG	N/A	1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
YES	NO	PROG	N/A	A. USE RELATIVE PRONOUNS (<i>WHO, WHOSE, WHOM, WHICH, THAT</i>) AND RELATIVE ADVERBS (<i>WHERE, WHEN, WHY</i>).
YES	NO	PROG	N/A	B. FORM AND USE THE PROGRESSIVE (E.G. <i>I WAS WALKING; I AM WALKING; I WILL BE WALKING</i>) VERB TENSES.
YES	NO	PROG	N/A	C. USE MODAL AUXILIARIES (E.G. <i>CAN, MAY, MUST</i>) TO CONVEY VARIOUS CONDITIONS.
YES	NO	PROG	N/A	D. ORDER ADJECTIVES WITHIN SENTENCES ACCORDING TO CONVENTIONAL PATTERNS (E.G. <i>A SMALL READ BAG</i> RATHER THAN <i>A RED SMALL BAG</i>).
YES	NO	PROG	N/A	E. FORM AND USE PREPOSITIONAL PHRASES.
YES	NO	PROG	N/A	F. PRODUCE COMPLETE SENTENCES, RECOGNIZING AND CORRECTING INAPPROPRIATE FRAGMENTS AND RUN-ONS..
YES	NO	PROG	N/A	G. CORRECTLY USE FREQUENTLY CONFUSED WORDS (E.G. <i>TO, TOO, TWO; THERE, THEIR</i>).
YES	NO	PROG	N/A	2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
YES	NO	PROG	N/A	A. USE CORRECT CAPITALIZATION.
YES	NO	PROG	N/A	B. USE COMMAS AND QUOTATION MARKS TO MARK DIRECT SPEECH AND QUOTATIONS FROM A TEXT.
YES	NO	PROG	N/A	C. USE A COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE.
YES	NO	PROG	N/A	D. SPELL GRADE-APPROPRIATE WORDS CORRECTLY, CONSULTING REFERENCES AS NEEDED.

KNOWLEDGE OF LANGUAGE L.4.3

YES	NO	PROG	N/A	3. USE KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING, OR LISTENING.
YES	NO	PROG	N/A	A. CHOOSE WORDS AND PHRASES TO CONVEY IDEAS PRECISELY.

COMMON CORE STATE STANDARDS ~ READING

4TH GRADE CHECKLIST

STUDENT:

DATE:

YES	NO	PROG	N/A	B. CHOOSE PUNCTUATION FOR EFFECT.
YES	NO	PROG	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).

VOCABULARY ACQUISITION AND USE L.4.4, L.4.5, AND L.4.6

YES	NO	PROG	N/A	4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN & MULTIPLE-MEANING WORDS & PHRASES BASED ON GRADE 4 READING & CONTENT, CHOOSING FLEXIBLY FROM AN ARRAY OF STRATEGIES..
YES	NO	PROG	N/A	A. USE CONTEXT (E.G. DEFINITIONS, EXAMPLES, OR RESTATEMENTS IN TEXT) AS A CLUE TO THE MEANING OF A WORD OR PHRASE..
YES	NO	PROG	N/A	B. USE COMMON, GRADE-APPROPRIATE GREEK AND LATIN AFFIXES AND ROOTS AS CLUES TO THE MEANING OF A WORD (E.G. TELEGRAPH, PHOTOGRAPH, AUTOGRAPH).
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	D. USE GLOSSARIES OR BEGINNING DICTIONARIES, BOTH PRINT AND DIGITAL, TO DETERMINE OR CLARIFY THE PRECISE MEANING OF KEY WORDS AND PHRASES.,
YES	NO	PROG	N/A	5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS AND NUANCES IN WORD MEANINGS.
YES	NO	PROG	N/A	A. EXPLAIN THE MEANING OF SIMPLE SIMILES AND METAPHORS (E.G. AS PRETTY AS A PICTURE) IN CONTEXT.
YES	NO	PROG	N/A	B. RECOGNIZE AND EXPLAIN THE MEANING OF COMMON IDIOMS, ADAGES, AND PROVERBS.
YES	NO	PROG	N/A	C. DEMONSTRATE UNDERSTANDING OF WORDS BY RELATING THEM TO THEIR OPPOSITES (ANTONYMS) AD TO WORDS WITH SIMILAR BUT NOT IDENTICAL MEANINGS (SYNONYMS).
YES	NO	PROG	N/A	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. WILDLIFE, CONSERVATION, AND ENDANGERED WHEN DISCUSSING ANIMAL PRESERVATION).

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS RL.4.1, RL.4.2, RL.4.3

YES	NO	PROG	N/A	1. REFER TO DETAILS AND EXAMPLES IN A TEXT WHEN EXPLAINING WHAT THE TEXT SAYS EXPLICITLY AND WHEN DRAWING INFERENCES FROM THE TEXT.
YES	NO	PROG	N/A	2. DETERMINE A THEME OF A STORY, DRAMA, OR POEM FROM DETAILS IN THE TEXT; SUMMARIZE THE TEXT..
YES	NO	PROG	N/A	3. DESCRIBE IN DEPTH A CHARACTER, SETTING, OR EVENT IN A STORY OR DRAMA, DRAWING ON SPECIFIC DETAILS IN THE TEXT (E.G. CHARACTER'S THOUGHTS, WORDS, OR ACTIONS)..

CRAFT AND STRUCTURE RL.4.4, RL.4.5, RL.4.6

YES	NO	PROG	N/A	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).
-----	----	------	-----	--

COMMON CORE STATE STANDARDS ~ READING
4TH GRADE CHECKLIST

STUDENT:

DATE:

YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	6. COMPARE AND CONTRAST THE POINT OF VIEW FROM WHICH DIFFERENT STORIES ARE NARRATED, INCLUDING THE DIFFERENCE BETWEEN FIRST AND THIRD PERSON NARRATIONS..

INTEGRATION OF KNOWLEDGE AND IDEAS RL.4.7, RL.4.8 (NOT APPLICABLE TO LITERATURE, RL.4.9

YES	NO	PROG	N/A	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 TEXTS.).
YES	NO	PROG	N/A	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.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY RL.4.10

YES	NO	PROG	N/A	10. BY THE END OF THE YEAR, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POETRY, IN THE GRADES 4-5 TEXT COMPLEXITY BAND IPROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE..
-----	----	------	-----	--

READING STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS RI.4.1, RI.4.2, RI.4.3

YES	NO	PROG	N/A	1. REFER TO DETAILS AND EXAMPLES IN A TEXT WHEN EXPLAINING WHAT THE TEXT SAYS EXPLICITLY AND WHEN DRAWING INFERENCES FROM THE TEXT..
YES	NO	PROG	N/A	2. DETERMINE THE MAIN IDEA OF A TEXT AND EXPLAIN HOW IT IS SUPPORTED BY KEY DETAILS; SUMMARIZE THE TEXT.
YES	NO	PROG	N/A	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 RI.4.4, RI.3.5, RI.3.6

YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	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..
YES	NO	PROG	N/A	6. COMPARE AND CONTRAST A FIRSTHAND AND SECONDHAND ACCOUNT OF THE SAME EVENT OR TOPIC; DESCRIBE THE DIFFERENCES IN FOCUS AND THE INFORMATION PROVIDED..

INTEGRATION OF KNOWLEDGE AND IDEAS RI.4.7, RI.4.8, RI.4.9

YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	8 EXPLAIN HOW AN AUTHOR USES REASONS AND EVIDENCE TO SUPPORT PARTICULAR POINTS IN A TEXT.
YES	NO	PROG	N/A	9. INTEGRATE INFORMATION FROM TWO TEXTS ON THE SAME TOPIC IN ORDER TO WRITE OR SPEAK ABOUT THE SUBJECT KNOWLEDGEABLY.

COMMON CORE STATE STANDARDS ~ READING

4TH GRADE CHECKLIST

STUDENT:

DATE:

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY RI.4.10

YES	NO	PROG	N/A	
				10. BY THE END OF THE 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.

WRITING STANDARDS

TEXT TYPES AND PURPOSES W.4.1, W4.2, W.4.3

YES	NO	PROG	N/A	
				1. WRITE OPINION PIECES ON TOPICS OR TEXTS, SUPPORTING A POINT OF VIEW WITH REASONS AND INFORMATION.
YES	NO	PROG	N/A	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..
YES	NO	PROG	N/A	B. PROVIDE REASONS THAT ARE SUPPORTED BY FACTS AND DETAILS.
YES	NO	PROG	N/A	C. LINK OPINION AND REASONS USING WORDS AND PHRASES (E.G. <i>FOR INSTANCE, IN ORDER TO, IN ADDITION</i>)..
YES	NO	PROG	N/A	D. PROVIDE A CONCLUDING STATEMENT OR SECTION RELATED TO THE OPINION PRESENTED.
				2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE A TOPIC AND CONVEY IDEAS AND INFORMATION CLEARLY.
YES	NO	PROG	N/A	A. INTRODUCE A TOPIC CLEARLY AND GROUP RELATED INFORMATION IN PARAGRAPHS AND SECTIONS; INCLUDE FORMATTING (E.G. HEADING), ILLUSTRATIONS, AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
YES	NO	PROG	N/A	B. DEVELOP THE TOPIC WITH FACTS, DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES RELATED TO THE TOPIC.
YES	NO	PROG	N/A	C. LINK IDEAS WITHIN CATEGORIES OF INFORMATION USING WORDS AND PHRASES (E.G. <i>ANOTHER, FOR EXAMPLE, ALSO, BECAUSE</i>)..
YES	NO	PROG	N/A	D. USE PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY TO INFORM ABOUT OR EXPLAIN THE TOPIC.
YES	NO	PROG	N/A	E. PROVIDE A CONCLUDING STATEMENT OR SECTION RELATED TO THE INFORMATION OR EXPLANATION PRESENTED.
				3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, DESCRIPTIVE DETAILS, AND CLEAR EVENT SEQUENCES.
YES	NO	PROG	N/A	A. ORIENT THE READER BY ESTABLISHING A SITUATION AND INTRODUCING A NARRATOR AND/OR CHARACTERS; ORGANIZE AN EVENT SEQUENCE THAT UNFOLDS NATURALLY.
YES	NO	PROG	N/A	B. USE DIALOGUE AND DESCRIPTION TO DEVELOP EXPERIENCES AND EVENTS OR SHOW THE RESPONSES OF CHARACTERS TO SITUATIONS.
YES	NO	PROG	N/A	C. USE A VARIETY OF TRANSITIONAL WORDS AND PHRASES TO MANAGE THE SEQUENCE OF EVENTS.
YES	NO	PROG	N/A	D. USE CONCRETE WORDS AND PHRASES AND SENSORY DETAILS TO CONVEY EXPERIENCES AND EVENTS PRECISELY.
YES	NO	PROG	N/A	E. PROVIDE A CONCLUSION THAT FOLLOWS FROM THE NARRATED EXPERIENCES OR EVENTS.

PRODUCTION AND DISTRIBUTION OF WRITING W.4.4, W.4.5, W43.6

YES	NO	PROG	N/A	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).
YES	NO	PROG	N/A	5. WITH GUIDANCE AND SUPPORT FROM PEERS AND ADULTS, DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, AND EDITING.
YES	NO	PROG	N/A	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.

COMMON CORE STATE STANDARDS ~ READING

4TH GRADE CHECKLIST

STUDENT:

DATE:

RESEARCH TO BUILD KNOWLEDGE W.4.7, W.4.8, W.4.9

YES	NO	PROG	N/A	7. CONDUCT SHORT RESEARCH PROJECTS THAT BUILD KNOWLEDGE THROUGH INVESTIGATION OF DIFFERENT ASPECTS OF A TOPIC.
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
YES	NO	PROG	N/A	A. APPLY GRADE 4 READING STANDARDS TO LITERATURE (E.G. "DESCRIBE IN DEPTH A CHARACTER, SETTING, OR EVENT IN A STORY OR DRAMA, DRAWING ON SPECIFIC DETAILS IN THE TEXT, SUCH AS A CHARACTER'S THOUGHTS, WORDS, OR ACTIONS").
YES	NO	PROG	N/A	B. APPLY GRADE 4 READING STANDARDS TO INFORMATIONAL TEXTS (E.G. "EXPLAIN HOW AN AUTHOR USES REASONS AND EVIDENCE TO SUPPORT PARTICULAR POINTS IN A TEXT").

RANGE OF WRITING W.4.10

YES	NO	PROG	N/A	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..
-----	----	------	-----	---

STANDARDS FOR SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION SL.4.1, SL.4.2, SL.4.3,

YES	NO	PROG	N/A	1 ENGAGE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER – LED) WITH DIVERSE PARTNERS ON GRADE 4 TOPICS AND TEXTS, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY.
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	B. FOLLOW AGREE-UPON RULES FOR DISCUSSIONS AND CARRY OUT ASSIGNED ROLES.
YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	D. REVIEW THE KEY IDEAS EXPRESSED AND EXPLAIN THEIR OWN IDEAS AND UNDERSTANDING IN LIGHT OF THE DISCUSSION.
YES	NO	PROG	N/A	2. PARAPHRASE PORTIONS OF A TEXT READ ALOUD OR INFORMATION PRESENTED IN DIVERSE MEDIA AND FORMATS, INCLUDING VISUALLY, QUANTITATIVELY, AND ORALLY.
YES	NO	PROG	N/A	3 IDENTIFY THE REASONS AND EVIDENCE A SPEAKER PROVIDES TO SUPPORT PARTICULAR POINTS.

PRESENTATION OF KNOWLEDGE AND IDEAS SL.4.4, SL.4.5, SL.4.6

YES	NO	PROG	N/A	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.
YES	NO	PROG	N/A	5. ADD AUDIO RECORDINGS AND VISUAL DISPLAYS TO PRESENTATIONS WHEN APPROPRIATE TO ENHANCE THE DEVELOPMENT OF MAIN IDEAS OR THEMES.
YES	NO	PROG	N/A	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.

COMMON CORE STATE STANDARDS ~ READING

4TH GRADE CHECKLIST

STUDENT:

DATE:

READING STANDARDS:

KEY IDEAS AND DETAILS

1. READ CLOSELY TO DETERMINE WHAT THE TEXT SAYS EXPLICITLY AND TO MAKE LOGICAL INFERENCES FROM IT; CITE SPECIFIC TEXTUAL EVIDENCE WHEN WRITING OR SPEAKING TO SUPPORT CONCLUSIONS FROM THE TEXT.
2. DETERMINE CENTRAL IDEAS OR THEMES OF A TEXT AND ANALYZE THEIR DEVELOPMENT; SUMMARIZE THE KEY SUPPORTING DETAILS AND IDEAS.
3. ANALYZE HOW AND WHY INDIVIDUALS, EVENTS, AND IDEAS DEVELOP AND INTERACT OVER THE COURSE OF A TEXT.

CRAFT AND STRUCTURE

4. INTERPRET WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING DETERMINING TECHNICAL, CONNOTATIVE, AND FIGURATIVE MEANINGS, AND ANALYZE HOW SPECIFIC WORD CHOICES SHAPE, MEANING OR TONE.
5. ANALYZE THE STRUCTURE OF TEXTS, INCLUDING HOW SPECIFIC SENTENCES, PARAGRAPHS, AND LARGER PORTIONS OF THE TEXT (E.G., A SECTION, CHAPTER, SCENE, OR STANZA) RELATE TO EACH OTHER AND THE WHOLE.
6. ASSESS HOW POINT OF VIEW OR PURPOSE SHAPES THE CONTENT AND STYLE OF A TEXT.

INTEGRATION OF KNOWLEDGE AND IDEAS

7. INTEGRATE AND EVALUATE CONTENT PRESENTED IN DIVERSE MEDIA AND FORMATS, INCLUDING VISUALLY AND QUANTITATIVELY, AS WELL AS IN WORDS.
8. DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, INCLUDING THE VALIDITY OF THE REASONING AS WELL AS THE RELEVANCE AND SUFFICIENCY OF THE EVIDENCE.
9. ANALYZE HOW TWO OR MORE TEXTS ADDRESS A NUMBER OF SIMILAR THEMES OR TOPICS IN ORDER TO BUILD KNOWLEDGE OR TO COMPARE THE APPROACHES THE AUTHORS TAKE.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY.

10. READ AND COMPREHEND COMPLEX LITERARY AND INFORMATIONAL TEXTS INDEPENDENTLY AND PROFICIENTLY.

LANGUAGE STANDARDS:

CONVENTIONS OF STANDARD ENGLISH

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.

KNOWLEDGE OF LANGUAGE (BEGINS IN GRADE 3)

3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING & LISTENING.

VOCABULARY ACQUISITION AND USE

4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN & MULTIPLE-MEANING WORDS & PHRASES BY USING CONTEXT CLUES, ANALYZING MEANINGFUL WORD PARTS, AND CONSULTING GENERAL & SPECIALIZED REFERENCE MATERIALS, AS APPROPRIATE.
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.
6. ACQUIRE AND USE ACCURATELY A RANGE OF GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE & CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN ENCOUNTERING AN UNKNOWN TERM IMPORTANT TO COMPREHENSION

WRITING STANDARDS:

COMMON CORE STATE STANDARDS ~ READING

4TH GRADE CHECKLIST

STUDENT:

DATE:

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 TECHNIQUES, 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.
6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE AND PUBLISH WRITING AND TO INTERACT AND COLLABORATE WITH OTHERS.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
8. GATHER RELEVANT INFORMATION FROM MULTIPLE PRINT AND DIGITAL SOURCES, ASSESS THE CREDIBILITY AND ACCURACY OF EACH SOURCE, AND INTEGRATE INFORMATION WHILE AVOIDING PLAGIARISM.
9. DRAW EVIDENCE FROM LITERACY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.

RANGE OF WRITING

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 TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

COMPREHENSION AND COLLABORATION

1. PREPARE FOR AND PARTICIPATE EFFECTIVELY IN A RANGE OF CONVERSATIONS AND COLLABORATIONS WITH DIVERSE PARTNERS, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.
2. INTEGRATE AND EVALUATE INFORMATION PRESENTED IN DIVERSE MEDIA AND FORMATS, INCLUDING VISUALLY, QUANTITATIVELY, AND ORALLY.
3. EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC.

PRESENTATION OF KNOWLEDGE AND IDEAS

4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.
5. MAKE STRATEGIC USE OF DIGITAL MEDIA AND VISUAL DISPLAYS OF DATA TO EXPRESS INFORMATION AND ENHANCE UNDERSTANDING OF PRESENTATIONS.
6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND COMMUNICATIVE TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE.