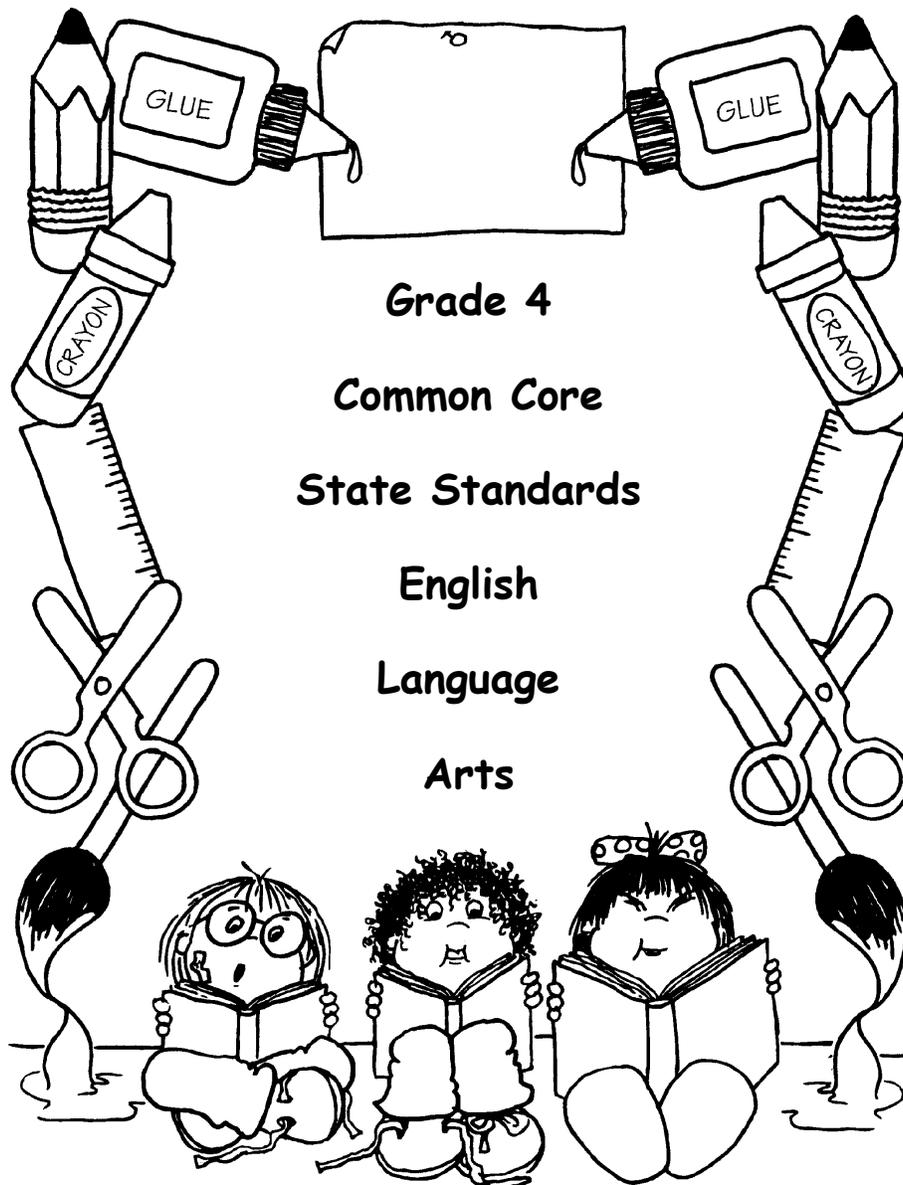




# Huntington Beach City School District



A Straight Forward Guide To Understanding  
The Common Core State Standards

# Fourth Grade English Language Arts Foundational Skills



## Phonics and Word Recognition

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

## Fluency

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Fourth Grade English Language Arts Literature



## Key Ideas and Details

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text.
- Summarize the text; describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

## Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- 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.
- 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

- 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.
- Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths and traditional literature from different cultures.

# Fourth Grade English Language Arts Informational Text



## Key Ideas and Details

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

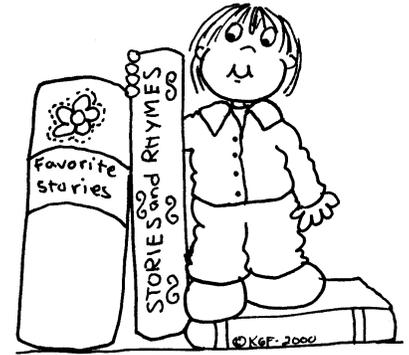
## Craft and Structure

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- 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

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

# Fourth Grade English Language Arts Writing



## Text Types and Purposes

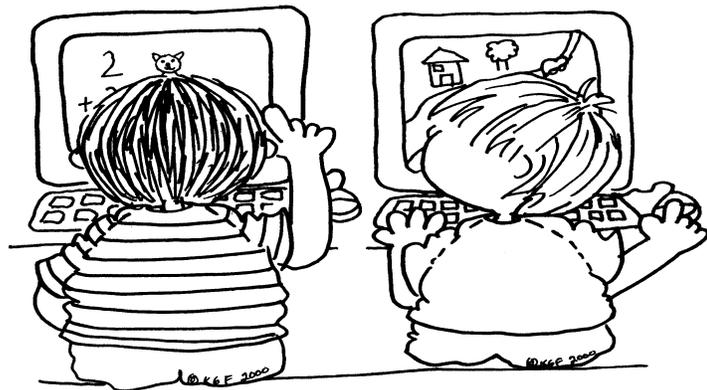
- ***Write opinion pieces***
  - On topics or texts, supporting a point of view with reasons and information.
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - Provide reasons that are supported by facts and details.
  - Link opinion and reasons using words and phrases
  - Provide a concluding statement or section related to the opinion presented.
  
- ***Write informative/explanatory texts***
  - To examine a topic and convey ideas and information clearly.
  - Introduce a topic clearly and group related information in paragraphs and sections.
  - Include formatting, illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases.
  - 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.

- **Write narratives**

- To develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters.
- Organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

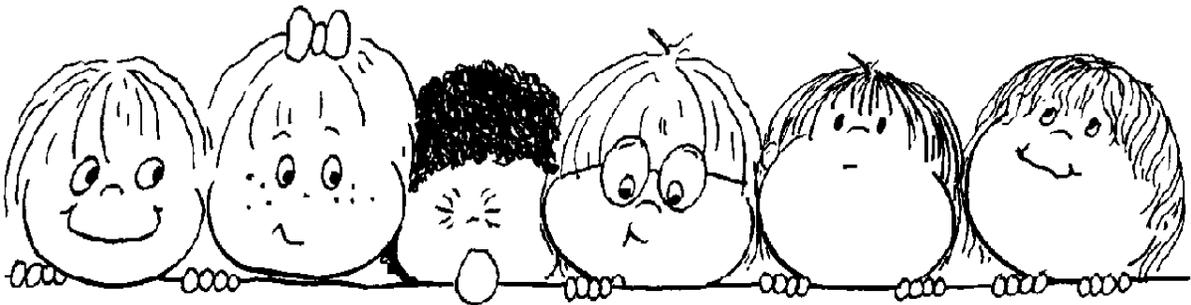
### **Production and Distribution of Writing**

- Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- 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.



## Research to Build and Present Knowledge

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources.
- Take notes.
- Paraphrase, and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.



# Fourth Grade English Language Arts Language



## Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use relative pronouns and relative adverbs
- Form and use the progressive verb tenses; use modal auxiliaries to convey various conditions.
- Order adjectives within sentences according to conventional patterns.
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words.
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

## Knowledge of Language

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

## Vocabulary Acquisition and Use

- Use context as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate *Greek* and *Latin* affixes and roots as clues to the meaning of a word.
- Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Explain the meaning of simple similes and metaphors in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- 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 and that are basic to a particular topic.



# Fourth Grade English Language Arts Speaking and Listening



## Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

## **Presentation of Knowledge and Ideas**

- 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.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- Use formal English when appropriate to task and situation.