4th Grade
English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Framework Grade Level Expectations
Reading Strands: Reading for Literature	
CC.4.R.L.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CT.4.R.20: Summarize information to maintain focus and clarity.
	CT.4.R.23: Summarize information including main idea, most important text-based facts, details and/or ideas.
	CT.4.R.25: Infer characteristics, setting, plot, events, theme and conflict.
CC.4.R.L.2: Determine a theme of a story, drama or poem from details in the text; summarize the text.	CT.4.R.23: Summarize information including main idea, most important text-based facts, details and/or ideas.
	CT.4.R.25: Infer characteristics, setting, plot, events, theme and conflict.
	--Determine theme of a story, drama or poem from textual details.
CC.4.R.L.3: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	CT.4.R.24: Describe the components of setting.
	CT.4.R.25: Infer characteristics, setting, plot, events, theme and conflict.
CC.4.R.L.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.	CT.4.R.19: Use cueing system and context clues to determine meaning of words.
CC.4.R.L.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, setting, descriptions, dialogue, stage directions) when writing or speaking about a text.	CT.4.R.26: Identify and explain the elements of particular literary forms.
	--Explain differences between poems, drama and prose, referring to structural elements of each literary form.
CC.4.R.L.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives.	CT.4.R.31: Identify and explain the difference between first-, second- and third-person point of view.
	CT.4.R.28: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.
CC.4.R.L.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.	--Make connections between text and visual/oral presentation of the same story or drama; identify where each version reflects textual descriptions or directions.
CC.4.R.L.9: Compare and contrast the treatment of similar themes and	CT.4.R.28: Use multiple texts to compare and contrast characters,

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.	settings, plots, themes, conflicts and points of view.
CC.4.R.L.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.	--By the end of 4th grade, read and comprehend narrative texts in the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 700-799).

Reading Strands: Reading for Information	
CC.4.R.I.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CT.4.R.23: Summarize information including main idea, most important text-based facts, details and/or ideas.
	CT.4.R.22: Explain steps in a process.
CC.4.R.I.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	--Determine the main idea of a text and explain how it is supported by key details.
	CT.4.R.23: Summarize information including main idea, most important text-based facts, details and/or ideas.
	CT.4.R.22: Explain steps in a process.
CC.4.R.I.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.	CT.4.R.22: Explain steps in a process.
	CT.4.R.23: Summarize information including main idea, most important text-based facts, details and/or ideas.
	--Explain and summarize events, procedures, ideas or concepts in historical, scientific or technical texts.
CC.4.R.I.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.	CT.4.R.19: Use cueing system and context clues to determine meanings of words.
	CT.4.R.21: Use appropriate resources to locate information (e.g., index, glossary, dictionary, thesaurus, directory, website).
	CT.4.R.2: Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to a specific content area.
CC 4.R.I.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.	CT.4.R.29: Recognize and describe organizational patterns of a text (e.g., main ideas and supporting details, compare/contrast, cause/effect, sequence of events).
CC.4.R.I.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	CT.4.R.28: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.
	--Compare and contrast a firsthand and secondhand account of the same event or topic; describe differences in focus and information provided.
CC.4.R.I.7: Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	--Interpret information presented visually, orally or quantitatively; explain how information contributes to understanding of the text.
CC.4.R.I.8: Explain how an author uses reasons and evidence to support particular points in a text.	CT.4.R.32: Determine an author's purpose for including or omitting details to create meaning.
CC.4.R.I.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	CT.4.R.40: Make generalizations about a topic after reading more than one text.

CC.4.R.I.10: By the end of the year, read and comprehend information 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.	--By the end of 4th grade, read and comprehend informational texts in the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 700-799).

Foundational Skills Standards:	
CC.4.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	CT.4.R.1: Know sounds for letter patterns common to multisyllable or low frequency words.
	CT.4.R.2: Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.
CC.4.R.F.a: Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllable words in context and out of context.	CT.4.R.4: Use letter-sound correspondence, structural analysis and analogy to decode grade-appropriate unfamiliar words across all content areas in context and out of context.
CC.4.R.F.4: Read with sufficient accuracy and fluency to support comprehension.	CT.4.R.6: Read aloud while comprehending unpracticed text with fluency of 105-140 wpm and accuracy of 97%-98% (DRA Level 40).
CC.4.R.F.4.a: Read grade-level text with purpose and understanding.	--By the end of 4th grade, read and comprehend informational texts in the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 700-799).
	CT.4.R.5: Adjust reading rate to match text complexity, type of text and purpose for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas, reading to convey expression).
CC.4.R.F.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.	CT.4.R.5: Adjust reading rate to match text complexity, type of text and purpose for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas, reading to convey expression).
	CT.4.R.6: Read aloud while comprehending unpracticed text with fluency of 105-140 wpm and accuracy of 97%-98% (DRA Level 40).
CC.4.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CT.4.R.3: Use context to read and understand words with more than one pronunciation.
	--Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:	
CC.4.W.1: Write opinion pieces on topics of texts, supporting a point of view with reasons and information.	
CC.4.W.1.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.	CT.4.W.27: Choose an appropriate written, oral or visual format based on audience and purpose.
	--Introduce a topic/text, state an opinion and group related ideas to support topic and opinion.
CC.4.W.1.b: Provide reasons that are supported by facts and details.	--Provide reasons that are supported by facts and details.
CC.4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CT.4.W.37: Write a report with accurate use of appropriate text structure (e.g., organization, transition and sequence).
	CT.4.W.38: Write a news article with a strong lead and supporting detail.
CC 4.W.2.a: Introduce a topic clearly and group related information in paragraph and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.	--Organize informative/explanatory text by introducing topic, grouping information in paragraphs and sections, providing appropriate formatting, visual supports and multimedia when related to the topic and useful for the reader.
CC.4.W.2.b: Develop the topic with facts, definitions, concrete details, quotations and other information and examples related to the topic.	--Develop the topic with facts, definitions, concrete details, quotations and other information and examples related to the topic.
CC.4.W.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	--Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.4.W.2.e: Provide a concluding statement or section related to the information or explanation presented.	--Provide a concluding statement or section related to the information or explanation presented.
CC.4.W.3: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.	CT.4.W.34: Write a myth, legend or fantasy piece, using literary devices (e.g., personification, metaphor, hyperbole).
	CT.4.W.35: Provide a specific account of an event.
	CT.4.W.36: Write a personal narrative in own voice.
CC.4.W.3.a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	--Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CC 4.W.3.b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.	--Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CC.4.W.3.c: Use a variety of transitional words and phrases to manage the sequence of events.	--Use transition/linking words and phrases to manage sequence of events.
CC.4.W.3.d: Use concrete words and phrases and sensory details to	--Use concrete words and phrases and sensory details to convey

convey experiences and events precisely.	experiences and events precisely.
CC.4.W.3.e: Provide a conclusion that follows from the narrated experiences or events.	--Provide a conclusion that follows from the narrated experiences or events.
CC.4.W.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).	CT.4.W.27: Choose an appropriate written, oral or visual format based on task, audience and purpose.
CC.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing (Editing for conventions should demonstrate command of Language Standards 1-3, up to and including Grade 4).	CT.4.W.27: Choose an appropriate written, oral or visual format based on task, audience and purpose.
	CT.4.W.28: Complete a draft demonstrating connections among ideas.
	CT.4.W.29: Revise a completed draft, incorporating feedback from peers and teacher.
	CT.4.W.30: Use multiple resources (e.g., dictionary, glossary, thesaurus) for proofreading and editing.
CC.4.W.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 setting.	CT.4.W.31: Publish and present final products in a variety of ways, including the arts and technology.
CC.4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	--Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.4.W.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.	--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.
CC.4.W.9: Draw evidence from literary or informational texts to support analysis, reflections and research.	--Draw evidence from literary or informational texts to support analysis, reflections and research.
CC.4.W.9.a: Apply Grade 4 Reading standards to literature.	
CC.4.W.9.b: Apply Grade 4 Reading standards to informational texts.	
CC.4.W.10: Write routinely over extended time frames (time for research, reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	--Write routinely over extended time frames (time for research, reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening Standards:	
CC.4.SL.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.	
CC.4.SL.1.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.	CT.4.OL.2: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions based on preparatory activities and background knowledge.
CC.4.SL.1.b: Follow agreed-upon rules for discussion and carry out assigned tasks.	--Follow agreed-upon rules for discussion and carry out assigned tasks.
CC.4.SL.1.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.	--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.
CC.4.SL.1.d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	--Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CC.4.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	CT.3.OL.3: Paraphrase information that has been shared by others or presented in various formats.
CC.4.SL.3: Identify the reasons and evidence a speaker provides to support particular points.	--Identify the reasons and evidence a speaker provides to support particular points.
CC.4.SL.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.	CT.4.OL.1: Speak in a clear voice with fluency to communicate an accurate message.
	CT.4.OL.3: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.
	--Use appropriate facts and relevant, descriptive details to support main ideas or themes in an organized manner.
	CT.4.OL.4: Use volume, pitch, phrasing, pace, modulation and gestures to enhance meaning.
CC.4.Sl.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	--Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CC.4.SL.6: Differentiate between contexts that call for formal English and situations when informal discourse is appropriate; use formal English when appropriate to task and situation (see Grade 4 Language standards 1 and 3 for specific expectations).	--Differentiate between contexts that call for formal English and situations when informal discourse is appropriate; use formal English when appropriate to task and situation.

Language Standards:	
CC.4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.4.L.1.a: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).	--Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).
CC.4.L.1.b: Form and use the progressive verb tenses.	--Form and use the progressive verb tenses.
CC.4.L.1.c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	--Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CC.4.L.1.d: Order adjectives within sentences according to conventional patterns.	--Order adjectives within sentences according to conventional patterns.
CC.4.L.1.e: Form and use prepositional phrases.	--Form and use prepositional phrases.
CC.4.L.1.f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	--Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CC.4.L.1.g: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	--Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
CC.4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	CT.4.W.20: Use italics, underlining or quotation marks for titles.
	CT.4.W.22: Use hyphen between syllables at line breaks.
	CT.4.W.23: Use single/plural agreement between nouns and modifiers.
	CT.4.W.24: Logically use conjunctions.
	CT.4.W.25: Use correct placement of pronouns.
	CT.4.W.15: Indent paragraphs consistently.
	CT.4.W.11: Use capitalization, punctuation and usage rules from previous grades.
	CT.4.W.10: Apply spelling knowledge in writing.
	CT.4.W.9: Use knowledge about morphology and structural analysis as an aid to spelling words.
	CT.4.W.7: Spell high-frequency words correctly.
	CT.4.W.5: Use spelling rules and patterns from previous grades.
CC.4.L.2.a: Use correct capitalization.	Ct.3.W.11: Capitalize first word inside quotation marks.
	CT.3.W.12: Capitalize all proper nouns.
	CT.3.W.13: Write apostrophes to show possession.
	CT.3.W.14: Use period after an abbreviation or initial.
CC.4.L.2.b: Use commas and quotation marks to mark direct speech and quotations from a text.	--Use commas and quotation marks to mark direct speech and quotations from a text.

CC.4.L.2.c: Use a comma before a coordinating conjunction in a compound sentence.	--Use a comma before a coordinating conjunction in a compound sentence.
CC.4.L.2.d: Spell grade-appropriate words correctly, consulting references as needed.	CT.4.W.6: Spell grade-appropriate words taught as part of the curriculum across content areas.
CC.4.L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.	CT.2.OL.10: Use oral language conventions, such as structures of standard English.
	CT.3.OL.4: Express clearly main idea and elaborate with supporting details.
	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.
CC.4.L.3.a: Choose words and phrases to convey ideas precisely.	--Choose words and phrases to convey ideas precisely.
CC.4.L.3.b: Choose punctuation for effect.	--Choose punctuation for effect.
CC.4.L.3.c: Differentiate between contexts that call for formal English and situations when informal discourse is appropriate.	--Differentiate between contexts that call for formal English and situations when informal discourse is appropriate.
CC.4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based o grade 4 reading content, choosing flexibly from a range of strategies.	CT.4.R.8: Identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension.
CC.4.L.4.a: Use context as a clue to the meaning of a word or phrase.	CT.4.R.19: Use cueing system and context clues to determine meaning s of words.
CC.4.L.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	CT.4.R.10: Infer word meanings from common roots, prefixes, suffixes.
CC.4.L.4.c: Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	CT.4.R.21: Use appropriate resources to locate information (e.g., index, glossary, dictionary, thesaurus, directory, website).
CC.4.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
CC.4.L.5.a: Explain the meaning of simple similes and metaphors in context.	**--Explain meaning of similes and metaphors in context.**
CC.4.L.5.b: Recognize and explain the meaning of common idioms, adages and proverbs.	--Recognize and explain the meaning of common idioms, adages and proverbs.
CC.4.L.5.c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	CT.1.R.25: Identify common antonyms and synonyms; relate words to their antonyms and synonyms.
CC.4.L.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 and that are basic to a	CT.4.R.7: Develop a high-frequency word vocabulary list from literary and content area texts.
	CT.4.R.11: Use new vocabulary from informational/expository text

particular topic.	and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.
	CT.4.R.13: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.
	CT.4.R.14: Explain that some words have a different meaning in different content areas.