**Napa Valley Unified School District**

**Common Core Standards**

**Grade 4 – Reading and Speaking & Listening Standards On-A-Page**

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| **Reading Literature** | **Reading Information** | **Speaking & Listening** | |
| **Key Ideas and Details**   1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. 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).   **Craft and Structure**   1. 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). (See grade 4 Language standards 4-6 for additional expectations.) CA 2. 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. 3. 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**   1. 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. 2. (Not applicable to literature) 3. 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**   1. 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. | | **Key Ideas and Details**  1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  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**  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*. **(**See grade 4 Language standards 4-6 for additional expectations.) CA  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.  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**  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.  8. Explain how an author uses reasons and evidence to support particular points in a text.  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**  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. | **Comprehension and Collaboration**  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.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion 5. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 6. Identify the reasons and evidence a speaker or media source provides to support particular points. CA   **Presentation of Knowledge and Ideas**  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.   1. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA   5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  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. (See grade 4 Language standards 1 and 3 for specific expectations.) |

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