

**4th GRADE
COMMON CORE STATE STANDARDS
for ELA-LITERACY**



Reading a great book and engaging with the story through a LitWits® Kit helps students achieve these (at a minimum) Common Core goals:

READING - LITERATURE

LitWits Kits include discussion starters, handouts, projects, and activities that support these goals in a variety of ways.

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.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 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:

- 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).
- 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.

READING – FOUNDATIONAL SKILLS

Students reading the book as a class, taking turns reading aloud, and receiving teacher guidance will meet these goals, as might students who are reading the book on their own.

Phonics and Word Recognition:

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3.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.

Fluency:

- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4.A Read grade-level text with purpose and understanding.
- RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary

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.

WRITING

All LitWits® Kits contain writing handouts that, with teacher-set expectations, will align with CCSS W.4.1 (opinion), W.4.2 (information), and/or W.4.3 (narrative).

SPEAKING AND LISTENING

LitWits Kits include discussion starters; teachers can set expectations for their students to align discussions with these goals.

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 grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1.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.
- SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.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.
- SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light 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.

LANGUAGE

Teachers can set expectations for their students that will also align discussions and writing handouts with L.4.1, L.4.2, and L.4.3.

Vocabulary Acquisition and Use:

Most LitWits Kits include a vocabulary handout that aligns with L.4.4, L.4.6, and at least two other goals.

- 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.
- L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5.A Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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., wildlife, conservation, and endangered when discussing animal preservation).