

4th Grade ELA Supporting Standards

The identified Essential Standards are targeted for emphasis, indicating that there could be a higher proportion of questions on those standards in the AASA. The state assessment will retain the same length and duration. **ALL STANDARDS remain valid and subject to inclusion in each year's AASA.**

It is essential to recognize that decisions to omit certain standards at the elementary level will have significant repercussions in the secondary grades. Foundational knowledge and skills developed through these standards are critical for ensuring students' success as they progress in their education.

The following document provides justification statements for each essential standard as well as suggested supporting standards:

Reading Standards for Literature	
Essential Standard	Justification and Supporting Standards
Key Ideas and Details	
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Justification: This standard builds foundational skills across all grade levels. It requires students to interact with the text both explicitly and with inferences. It prepares for advanced literary demands.
	4.RL.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).
	4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.

	4.RL.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.
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Justification: This standard provides students with the foundation skills needed to eventually be able to summarize, by recounting and paraphrasing the most important pieces and synthesizing the central message. It allows the students to show mastery of identifying key details and unimportant information.
	4.RL.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).
	4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.
	4.RL.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.
Craft and Structure	
4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	Justification: This standard is pivotal for comprehension due to its strength in vocabulary, background knowledge, and semantics.
	4.L.3-4.L.6 Knowledge of Language Standards
4.RL.6 Compare and contrast the point of view from which different stories are	Justification: Learning to distinguish between various points of view from one's own. Absolutely critical for higher grades. Could be supported by other standards at this grade level.

narrated, including the difference between first-and third-person narrations.	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Reading Standards for Informational Text	
Essential Standards	Justification and Supporting Standards
Key Ideas and Details	
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Justification: This is a cross curricular standard that is needed for lifelong learning. It is a necessary skill to quote and cite what the text says explicitly and in making inferences in later grades.
	4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	4.RI.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.
	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
4.RI.2	Justification: This standard provides students with the foundation skills needed to eventually be able to summarize, by recounting and paraphrasing the most important pieces and synthesizing the main idea. It allows the students to show mastery of identifying key details and unimportant information.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RI.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.
	4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
Craft and Structure	
4.RI.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.	Justification: This standard is pivotal for comprehension due to its strength in vocabulary, background knowledge, and semantics.
	4.L.3-4.L.6 Knowledge of Language Standards
Integration of Knowledge and Ideas	
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	Justification: Text structure is essential and foundational to basic comprehension and supports author's point of view. Evaluates logical connections between ideas and arguments. This standard takes a tight turn in 4th grade on moving into evaluating claims/reasoning.
	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards	
Essential Standards	Justification and Supporting Standards
Text Types and Purposes	
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Justification: Assesses RI standards at the highest level. Application of informational elements within writing, such as technique, details, transitions, development of ideas
	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
	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)
	4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Justification: Assesses RI standards at the highest level. Application of informational elements within writing, such as technique, details, transitions, development of ideas.
	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)
	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 complete a writing task.

	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Production and Distribution of Writing	
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).	Justification: The standard has to be met in order to determine which W.1, W.2, W.3 standard/ type of writing is correct for the task, purpose, and audience. Critical feedback on student progress.
	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking and Listening Standards	
Essential Standards	Justification and Supporting Standards
Comprehension and Collaboration	
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including	Justification: This standard requires students to develop a range of broad oral communication and interpersonal skills.
	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

visually, quantitatively, and orally.	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
	4.L.3 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	Justification: This standard requires students to develop a range of broad oral communication and interpersonal skills.
	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Language Standards	
Essential Standards	Justification and Supporting Standards
Conventions of Standard English	
4.L.1 Demonstrate command of the conventions of Standard English	Justification: This standard builds on earlier language development, which allows for complex and nuanced communication. This standard also supports making writing easier to read and understand and minimizes misunderstandings from grammatical errors.

<p>grammar and usage when writing or speaking.</p>	<p>4.SL.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)</p> <p>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).</p>
<p>4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Justification: Ensures that written text is accurate. Standards of English conventions enables readers to follow the flow of ideas and understand writer’s intent and is considered the hallmark of good writing.</p> <p>4.SL.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)</p> <p>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)</p>