



CCA is committed to partner with parents in developing the academic, athletic, creative, and moral virtues of students to become Christian disciples who are ready to fulfill their specific God-given purpose.

4th Grade - English/Language Arts and Literacy in History/Social Studies And Science Standards

Standards for Reading

Reading Standards for Literature

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).
4. 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.
5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
6. 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.
7. 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, etc.
8. By the end of the year, independently read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently.



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Standards for Reading

Reading Standards for Informational Text

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.
4. 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.
5. 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.
6. Explain how an author uses reasons and evidence to support particular points in a text.
7. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
8. 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.