		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS: FOUNDATIONAL SKILLS	Phonics and Word Recognition	4.RF.1	*(There is not a grade 4 standard for this concept. Please see preceding grades for more information.)*	No change	
		4.RF.2	*(There is not a grade 4 standard for this concept. Please see preceding grades for more information.)*	No change	
		4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	No change	
		4.RF.3a	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.	No change	
	Fluency	4.RF.4	Read with sufficient accuracy and fluency to support comprehension.	No change	
		4.RF.4a	Read grade-level text with purpose and understanding.	Read within a variety of text levels with purpose and understanding	Changed to reflect text complexity concern. See overall note about text complexity.
		4.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read a variety of text level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Changed to reflect text complexity concern. See overall note about text complexity.
		4.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	Key Ideas and Details	4.R.1		Locate and refer to relevant details and examples when explaining what the text says and when drawing inferences from the text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		4.R.2		Summarize a variety of grade appropriate texts. Determine a theme of a story, drama, or poem and explain how it is supported by the key details; determine the central/main idea of an informational text and explain how it is supported by key details.	New recommended Standard that combines Reading for Information and Reading for Literature.
		4.R.3		In literary texts, describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. In an informational text, explain events, procedures, ideas, or concepts, including what happened and why, based on the specific information from the text.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Craft and Structure	4.R.4		Determine the meaning of words, phrases, figurative language, academic, and domain-specific words.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	**Craft and Structure**	4.R.5		In literary texts, analyze the structural elements, including poems and drama, when writing or speaking about a text (e.g., verse, rhythm, meter, casts of characters, settings, dialogue, stage directions). In informational text, analyze the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information when writing or speaking about a text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		4.R.6		Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Integration of Knowledge and Ideas	4.R.7		In both literary and informational texts, relate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, or digital resources) and explain how the information contributes to an understanding of the text in which it appears.	New recommended Standard that combines Reading for Information and Reading for Literature.
		4.R.8		Explain how an author uses reasons and evidence to support particular points in a text.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	**Integration of Knowledge and Ideas**	4.R.9		In literary texts, compare and contrast how similar themes and topics (e.g., opposition of good and evil) from two texts are impacted by the presentations of the text. In informational text, integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Range of Reading and Level of Text Complexity	4.R.10		Text complexity standard recommended to be moved to supporting guidance.	Text complexity standard recommended to be moved to supporting guidance.
	Responding to Literature	4.R.11		Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.	New recommended Standard that combines Reading for Information and Reading for Literature.
		4.R.11.a		Self-select text based upon personal preferences with opportunities to read independently for pleasure.	New recommended Standard that combines Reading for Information and Reading for Literature.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Production, Distribution, and Range of Writing	4.W.1		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	New recommended Standard for Writing.
		4.W.1a		Not applicable to this grade	
		4.W.1b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		4.W.1c		Link ideas within categories of information using transitional words and phrases.	New recommended Standard for Writing.
		4.W.1d		Not applicable to this grade	New recommended Standard for Writing.
		4.W.1e		Provide a concluding statement or paragraph related to the information or explanation presented.	New recommended Standard for Writing.
		4.W.2		Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support as needed.	New recommended Standard for Writing.
		4.W.3		Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Production, Distribution, and Range of Writing**	4.W.4		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, with guidance and support.	New recommended Standard for Writing.
	Research to Build Knowledge	4.W.5		Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of different aspects of a topic.	New recommended Standard for Writing.
		4.W.6		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.	New recommended Standard for Writing.
		4.W.7		Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.	New recommended Standard for Writing.
	Text Types and Purposes	4.W.8		Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	New recommended Standard for Writing.
		4.W.8.a		Introduce a topic clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Text Types and Purposes**	4.W.8.b		Provide reasons that are supported by facts and details.	New recommended Standard for Writing.
		4.W.9		Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	New recommended Standard for Writing.
		4.W.9.a		Introduce a topic clearly and group related information in paragraphs and sections; incorporating text features useful to aiding comprehension	New recommended Standard for Writing.
		4.W.9.b		Develop ideas on the topic with facts, definitions, concrete details, or other information and examples relevant to the topic.	New recommended Standard for Writing.
		4.W.10		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	New recommended Standard for Writing.
		4.W.10.a		Orient the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	New recommended Standard for Writing.
		4.W.10.b		Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Text Types and Purposes	4.W.10.c		Use a variety of transitional words and phrases to manage the sequence of events.	New recommended Standard for Writing.
		4.W.10.d		Use concrete words and phrases and sensory details to convey experiences and events precisely.	New recommended Standard for Writing.
		4.W.10.e		Provide a conclusion that follows from the narrated experiences or events.	New recommended Standard for Writing.
		4.W.11		Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	Comprehension and Collaboration	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.	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.	Changed to take out examples.
		4.SL.1a	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.	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	Changed for clarity and to simplify language. Took out explicitly across other grades.
		4.SL.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon norms for discussions and carry out assigned roles.	Changed language for clarity (changed rules to norms).
		4.SL.1c	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.	No change	
		4.SL.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.	Changed to clarify language and consistency.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	4.SL.1e	Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.	Seek to understand and communicate with individuals from different perspectives and diverse backgrounds.	Changed across grades to clarify (changed "cultural backgrounds" to "diverse backgrounds").
		4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of information presented in diverse formats, including visually, quantitatively, and orally.	Changed for clarity and consistency with anchor standard.
		4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	Identify and evaluate the reasons and evidence a speaker provides to support particular points.	Changed to align with anchor standard.
	Presentation of Knowledge and Ideas	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.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.	Changed for consistency across grades.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	Presentation of Knowledge and Ideas	4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components and visual displays in presentations to emphasize or enhance the development of main ideas or themes.	Changed for consistency across grades.
		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 on page 38 for specific expectations.)	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation, and audience.	Changed for consistency across grades and edited for clarity; removed examples. Committee recommends a separate section for examples/guidance.
LANGUAGE	Conventions of Standard English	4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		4.L.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Use relative pronouns and relative adverbs.	Changed to omit example; no example needed. Committee recommends a separate section for examples/guidance.
		4.L.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Form and use the progressive verb tenses.	Changed to omit example; no example needed. Committee recommends a separate section for examples/guidance.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	**Conventions of Standard English**	4.L.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Use modal auxiliaries to convey various conditions.	Changed to omit example; no example needed. Committee recommends a separate section for examples/guidance.
		4.L.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	No change	
		4.L.1e	Form and use prepositional phrases.	No change	
		4.L.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	No change	*Begins in Grade 4 and continues as progressive skill
		4.L.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*	No change	*Begins in Grade 4 and continues as progressive skill
		4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		4.L.2a	Use correct capitalization.	No change	
		4.L.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	No change	
		4.L.2c	Use a comma before a coordinating conjunction in a compound sentence.	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	**Conventions of Standard English**	4.L.2d	Spell grade-appropriate words correctly, consulting references as needed.	Spell grade-appropriate words correctly, consulting references as needed. *	Changed to add asterisk to be added to the Language Progressive Skills by Grade chart.
	Knowledge of Language	4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	No change	
		4.L.3a	Choose words and phrases to convey ideas precisely.*	No change	*Begins in Grade 4 and continues as progressive skill
		4.L.3b	Choose punctuation for effect.*	No change	*Begins in Grade 4 and continues as progressive skill
		4.L.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Changed to clarify and omit examples. Committee recommends a separate section for examples/guidance.
	Vocabulary Acquisition and Use	4.L.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.	No change	
		4.L.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	No change	

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	Vocabulary Acquisition and Use	4.L.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	No change	
		4.L.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Changed to omit print/digital.
		4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No change	
		4.L.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Explain the meaning of simple similes and metaphors in context.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.
		4.L.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	Vocabulary Acquisition and Use	4.L.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Demonstrate understanding of words by relating them to their antonyms and synonyms.	Changed to clarify language; no need to define the terms.
		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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Acquire and accurately use 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 particular topic.	Changed to delete term grade appropriate and remove print/digital reference (no necessary).