

**NYSED 4<sup>th</sup> Grade ELA Crosswalk**

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
4RF1	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF2	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<p>4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4RF3a: 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.</p>
4RF4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p><del>a. Read grade-level text with purpose and understanding.</del></p> <p>b. Read <del>grade-level prose and poetry</del> orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4RF4: Read <b>grade-level text</b> with sufficient accuracy and fluency to support comprehension.</p> <p>4RF4a: Read <b>grade-level text</b> across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
4R1	<p>RL: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>4R1: <b>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</b> (RI&amp;RL)</p>
4R2	<p>RL: Determine a theme of a <b>story, drama, or poem</b> from details in the text; summarize the text.</p> <p>RI: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>4R2: Determine a theme or central idea of <b>text</b> and explain how it is supported by key details; summarize a text. (RI&amp;RL)</p>

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4R3	<p>RL: Describe <del>in depth</del> 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).</p> <p>RI: Explain events, procedures, ideas, or <del>concepts in a historical, scientific, or technical text</del>, including what happened and why, based on specific information in the text.</p>	<p>4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)</p> <p>In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>
4R4	<p>RL: 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., <i>Herculean</i>).</p> <p>RI: Determine the meaning of general <del>academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</del></p>	<p>4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&amp;RL)</p>
4R5	<p>RL: Explain <del>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.</del></p> <p>RI: <del>Describe</del> 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.</p>	<p>4R5: <b>In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</b></p> <p>In informational texts, <b>identify</b> the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>
4R6	<p>RL: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI: Compare and contrast a <del>firsthand and secondhand account</del> of the same event or topic; <del>describe the differences in focus and the information provided.</del></p>	<p>4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p> <p>In informational texts, compare and contrast a <b>primary and secondary source</b> on the same event or topic. (RI)</p>
4R7	<p>RL: <del>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where</del></p>	<p>4R7: <b>Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations,</b></p>

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	<p><del>each version reflects specific descriptions and directions in the text.</del></p> <p>RI: 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.</p>	<p><b>and explain how the information contributes to an understanding of the text).</b> (RI&amp;RL)</p>
4R8	<p>RL: (Not applicable to literature)</p> <p>RI: <del>Explain how an author uses reasons and evidence to support particular points in a text.</del></p>	<p><b>4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&amp;RL)</b></p>
4R9	<p>RL: <del>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.</del></p> <p>RI: <del>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</del></p>	<p><b>Omitted. See 4R9 (2017 Standards) for connections between texts. 4R9:</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&amp;RL)</p>
4R10	<p>RL: 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.</p> <p>RI: 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.</p>	<p><b>Please see the “Range of Student Reading Experiences for 4<sup>th</sup> Grade” section included in the introduction to the 4<sup>th</sup> Grade Standards.</b></p>
4R11	<p>RL: Recognize, interpret and make connections <del>in narratives, poetry, and drama,</del> to other texts, ideas, cultural perspectives, personal events and situations.</p>	<p><b>4R9:</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&amp;RL)</p>

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	<p>a. <del>Self select text based upon personal preferences.</del></p> <p>RI: Not applicable to Reading for Informational Standard</p>	
4W1	<p><del>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</del></p> <p>a. <del>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</del></p> <p>b. <del>Provide reasons that are supported by facts and details.</del></p> <p>c. <del>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</del></p> <p>d. <del>Provide a concluding statement or section related to the opinion presented.</del></p>	<p>4W1: Write <b>an argument</b> to support claim(s), using <b>clear</b> reasons and <b>relevant evidence</b>.</p> <p>4W1a: <b>Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</b></p> <p>4W1b: <b>Use precise language and content-specific vocabulary.</b></p> <p>4W1c: <b>Use transitional words and phrases to connect ideas within categories of information.</b></p> <p>4W1d: Provide a concluding statement or section related to the argument presented.</p>
4W2	<p><del>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</del></p> <p>a. <del>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</del></p> <p>b. <del>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</del></p> <p>c. <del>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</del></p> <p>d. <del>Use precise language and domain-specific vocabulary to inform about or explain the topic.</del></p> <p>e. <del>Provide a concluding statement or section related to the information or explanation presented.</del></p>	<p>4W2: Write informative/explanatory texts to <b>explore</b> a topic and convey ideas and information <b>relevant to the subject</b>.</p> <p>4W2a: Introduce a topic clearly <b>and organize related information in paragraphs and sections</b>.</p> <p>4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; <b>include text features when useful for aiding comprehension</b>.</p> <p>4W2d: <b>Use transitional words and phrases to connect ideas within categories of information</b>.</p> <p>4W2c: Use precise language and <b>content-specific</b> vocabulary.</p> <p>4W2e: Provide a concluding statement or section related to the information or explanation presented.</p>

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4W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. <del>Orient the reader by</del> establishing a situation and introducing a narrator and/or characters; <del>organize an event sequence that unfolds naturally.</del></p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a <del>variety of</del> transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p>	<p>4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p>4W3c: Use transitional words and phrases to manage the sequence of events.</p> <p>4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4W3e: Provide a conclusion that follows from the narrated experiences or events.</p>
4W4	<p>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><b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b></p>
4W5	<p>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>	
4W6	<p>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 type a minimum of one page in a single sitting.</p>	
4W7	<p>Conduct <del>short</del> research <del>projects</del> that build knowledge through investigation of different aspects of a topic</p>	
4W8	<p>Recall relevant information from experiences or gather relevant information</p>	<p><b>4W6:</b> Conduct research to answer questions, <b>including self-generated questions</b>, and to build knowledge through investigating multiple aspects of a topic.</p> <p><b>4W7:</b> Recall relevant information from experiences or gather relevant information from</p>

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	from print and digital sources; take notes and categorize information, and provide a list of sources.	multiple sources; take notes and categorize information, and provide a list of sources.
4W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><del>a. Apply grade 4 Reading standards to literature (e.g., “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].”).</del></p> <p><del>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</del></p>	<b>4W5:</b> Draw evidence from literary or informational texts to respond and support analysis, reflection, and research <b>by applying grade 4 reading standards.</b>
4W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	<b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b>
4W11	Create and present a poem, narrative, play, art work, or literary review in response to <del>a particular author or theme studied in class.</del>	<b>4W4:</b> Create a poem, story, play, art work, or other response to <b>a text, author, theme, or personal experience.</b>
4SL1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <del>grade 4 topics and texts</del>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review <del>the key ideas</del> expressed and</p>	<p>4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <p>4LS1a: 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.</p> <p>4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>4SL1c: 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.</p> <p>4SL1d: Review <b>the relevant ideas</b> expressed and explain their own ideas and understanding of the discussion.</p>

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	<p>explain their own ideas and understanding in light of the discussion.  <del>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</del></p>	<p><b>See 4SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</b></p>
4SL2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>4SL2: Paraphrase portions <b>of information presented in diverse formats</b> (e.g., including visual, quantitative, and oral).</p>
4SL3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>4SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>
4SL4	<p>Report on a topic or text, tell a story, or recount an experience <del>in an organized manner</del>, using appropriate facts and relevant, descriptive details <del>to support main ideas or themes</del>; speak clearly at an understandable pace.</p>	<p>4SL4: 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 <b>and volume appropriate for audience.</b></p>
4SL5	<p><del>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</del></p>	<p>4SL5: <b>Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</b></p>
4SL6	<p><del>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.)</del></p>	<p>4SL6: <b>Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</b></p>
4L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</li> </ul>	

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	<p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p><b>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use these skills by the end of 5<sup>th</sup> grade.</b></p>
4L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	
4L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4L3a: Choose words and phrases to convey ideas precisely.</p> <p>4L3b: Choose punctuation for effect.</p> <p>4L3c: <b>Distinguish</b> between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
4L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based <del>on grade 4 reading and content</del>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), <del>both print and digital</del>, to find the</p>	<p>4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and</p>

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	pronunciation and determine or clarify the precise meaning of key words and phrases.	phrases.
4L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4L5a: Explain the meaning of simple similes and metaphors in context.</p> <p>4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>
4L6	<p>Acquire and use <del>accurately grade-appropriate</del> general academic and <del>domain-specific</del> words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>4L6: Acquire and accurately use general academic and <b>content</b>-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>