

Reading Literature			
Updated Standards (2026)	Complexity a	Complexity b	Complexity c
<i>Key Ideas and Details</i>			
<p>RL.4.1 Use text evidence to demonstrate understanding of a literary text (story, drama, or poem).</p> <ul style="list-style-type: none"> a. Provide details explicitly stated in the text. b. Use explicitly stated details from the text to make and support inferences. 	<p>Answer a literal question by referencing text evidence from a literary text.</p>	<p>Identify details when answering literal questions about a literary text.</p>	<p>Given an array of choices, answer a literal question based on details in a literary text.</p>
<p>RL.4.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a literary text using supporting details. b. Summarize a literary text, including a theme and supporting details. 	<p>Identify the theme based on details from a literary text.</p>	<p>Order three or more main events in a literary text.</p>	<p>Identify supporting details in a literary text.</p>
<p>RL.4.3 Describe the character(s), setting(s), or event(s) in a literary text, using explicit text evidence.</p> <ul style="list-style-type: none"> a. Explain how the main character changes based on their thoughts, words, or actions. b. Make inferences about the character(s), setting(s), or specific event(s). 	<p>Locate text evidence about a character, setting, or event in a literary text.</p>	<p>Match descriptive details to a character, setting, or event in a literary text.</p>	<p>Identify a character, setting, or event in a literary text.</p>
<i>Craft and Structure</i>			
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a literary text, including figurative language.</p>	<p>Identify similes or metaphors within a literary text (e.g., bright as the sun).</p>	<p>Identify words that imitate sounds using onomatopoeia in a literary text (e.g., the bees buzz).</p>	<p>Identify the repeat initial consonant sound given an example of alliteration (e.g., Peter Piper picked...).</p>
<p>RL.4.5 Explain how the structural elements of stories, dramas, and poems (such as chapters,</p>	<p>Identify common elements of a poem (e.g.,</p>	<p>Identify common elements of a drama</p>	<p>Identify common elements of a story (e.g.,</p>

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scenes, and stanzas) contribute to the overall organization of a text.	stanzas, rhyming patterns, rhythm).	(e.g., scenes, character scripts, stage directions).	chapters, characters, setting).
<p>RL.4.6 Distinguish between point of view and perspective.</p> <p>a. Identify the point of view in a literary text.</p> <p>b. Explain the different perspectives of characters in a literary text.</p>	Match the narrator to their point of view within a given literary text.	Match a character to their perspective (emotion, feeling, or motivation) in a given literary text.	Identify who is telling the story in a given literary text, as the narrator or a specific character
<i>Integration of Knowledge and Ideas</i>			
RL.4.7 Compare a written story or drama with a visual element (e.g., picture, video), multimedia performance, and/or oral reading, identifying details from the text that are shown, spoken, or acted out.	Given two presentations of a story, identify a similarity or difference in the characters, settings, or events.	Identify a character, setting, or event that appears in two presentations of a story.	Identify a character or setting that appears in two different presentations of a story.
RL.4.8 (Not applicable to literature)	N/A	N/A	N/A
<p>RL.4.9 Compare and contrast similar themes in stories and traditional literature (e.g., fables, myths, folktales, fairy tales) from different cultures.</p> <p>a. Identify a shared theme or life lesson across texts.</p> <p>b. Analyze a shared theme and explain its development across texts.</p>	Identify the life lesson across two fables, folktales, fairy tales, and/or myths.	Identify similarities or differences between topics or events in two fables, folktales, fairy tales, and/or myths.	Identify similarities or differences between topics or events in two stories.
<i>Range of Reading and Level of Text Complexity</i>			
RL.4.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed.

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	make text-to-self or text-to-text connections and comparisons.	make text-to-self connections.	

Reading Informational			
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<i>Key Ideas and Details</i>			
RI.4.1 Use text evidence to demonstrate understanding of an informational text (e.g., historical, scientific, or technical text). a. Provide details explicitly stated in the text. b. Use details explicitly stated in the text to make and support inferences.	Answer a question by selecting relevant text evidence from an informational text.	Identify key details when answering questions about an informational text.	Given an array of choices, select key details to answer a question about an informational text.
RI.4.2 Analyze development of ideas in informational text(s). a. Determine the main idea of a text using key details. b. Summarize an informational text including the main idea and key details.	After reading/listening to a short informational text, identify the summary that best matches the provided text.	Given a main idea, state two relevant details from an informational text.	Identify the key details in an informational text.
RI.4.3 Analyze events, procedures, ideas or concepts in informational text(s). a. Explain what happens in an informational text(s). b. Describe why it happens, based on specific information in the text(s).	Match an event with its cause as described in an informational text.	Sequence two or more steps or events in an informational text.	Identify steps or events in a process described in a given informational text.
RI.4.4 Determine the meaning of both general academic or domain-specific words and phrases in informational text(s).	Given a word's meaning, find the word in an informational text.	Match a word to its meaning based on how it	Match pictures or objects to words based on how

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		is used in grade-level informational text.	they are used in grade-level informational text.
<p>RI.4.5 Analyze the text structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution).</p> <ul style="list-style-type: none"> a. Identify the text structure of a section or full text. b. Describe the text structure using information from a section or full text. 	Identify the overall structure of an informational text as cause/effect or problem/solution.	Identify the overall structure of an informational text as chronology/sequence or compare/contrast.	Match the chronology within an informational text to a timeline of events.
<p>RI.4.6 Compare and contrast the different perspectives in two texts on the same event or topic using the information provided.</p>	Identify whether the text is a firsthand or secondhand account and support it with a detail from the text.	Identify whether an informational text is a firsthand or secondhand account.	Identify a similarity or difference between two accounts of the same event or topic.
<p>RI.4.7 Analyze text features:</p> <ul style="list-style-type: none"> a. Interpret information from text features presented (e.g., in charts, graphs, diagrams, timelines, multimedia elements). b. Explain how the information supports understanding of the text in which it appears. 	Use information provided in a nonfiction text feature (e.g., table of contents, maps, illustrations, index, and glossary) to answer a question.	Identify information explicitly provided in text features (e.g., charts, graphs, diagrams, multimedia components) within an informational text.	Identify text features (e.g., images, illustrations, photographs, diagrams) that contribute to the meaning of an informational text.
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in an informational text.</p>	Identify a key point when given supporting evidence from an informational text.	Identify evidence from an informational text that supports a given key point.	Match a picture to a key point from an informational text.
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	Identify an example that combines a detail from two different	Given two informational texts on the same topic,	Given an array of choices, select two

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	informational texts on the same topic.	identify similar key details.	informational texts on the same topic.
<i>Range of Reading and Level of Text Complexity</i>			
RI.4.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed.

Reading Foundational			
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<i>Phonics and Word Recognition</i>			
RF.4.3 Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using: a. Phoneme-grapheme correspondences b. Syllabication patterns c. Morphological structures (e.g., roots and affixes)	Apply letter-sound and syllable knowledge to decode phonetically regular words that include prefixes and suffixes.	Match affixes (prefixes/suffixes) to an image to show understanding of meaning (e.g., dis-, un-, pre-, re-, -ing, -ed, -er, -est, -e, -es, -y).	Identify the number of syllables in a given multisyllabic word.
<i>Fluency</i>			
RF.4.4 Read texts with sufficient fluency to support comprehension.	Independently read (orally or silently) a complete story from a	Independently read (orally or silently) a passage from a	Independently read (orally or silently) a 5-7 word phonetically

<p>a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text.</p> <p>b. Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 133 words correct per minute (wcpm) by the end of fourth grade.</p> <p>c. Self-monitor word recognition and understanding, rereading as necessary.</p>	<p>controlled or decodable text and answer a comprehension question.</p>	<p>controlled or decodable text and identify an image that represents the content of the passage.</p>	<p>decodable sentence and identify an image that represents the content of the sentence.</p>
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Writing Foundations			
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<p>WF.4.1 Write legibly in manuscript and/or cursive.</p> <p>a. Write letters legibly to focus attention on composing ideas rather than forming letters.</p> <p>b. Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.</p>	<p>Using individualized tools, capture an idea or thought in print at the sentence level.</p>	<p>Using individualized tools, capture an idea or thought in print at the word or phrase level.</p>	<p>Produce legible writing using individualized tools.</p>
<p>WF.4.2 Encode words, aligned with scope and sequence of adopted HQIM, such as:</p> <p>a. Multisyllabic words using knowledge of syllable types including open, closed, vowel-consonant-e, vowel-teams, r-controlled vowels, consonant -le, and schwa.</p>	<p>Encode a syllable within a multisyllabic word.</p>	<p>Encode letters representing the initial, medial and final sound(s) in a syllable or monosyllabic word.</p>	<p>Encode letters representing the initial, medial, or final sound in a syllable or monosyllabic word.</p>

<ul style="list-style-type: none"> b. Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes. c. High-frequency words, using predictable, decodable phoneme-grapheme correspondences. d. Homophones (e.g., to, two, too). 			
<p>WF.4.3 Write complete sentences that demonstrate knowledge of conventions.</p> <ul style="list-style-type: none"> a. Use relative pronouns <i>who</i>, <i>whose</i>, <i>which</i> and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, and irregular possessive nouns. b. Form and use the progressive verb tenses (e.g., she <i>is</i> talking, she <i>was</i> talking, she <i>will be</i> talking). c. Use modal auxiliary verbs to convey various conditions (e.g., can, could, may, might, must, shall, should, will, and would). 	Produce a compound or complex sentence with pronouns, verb tenses, and ending punctuation, using individualized tools.	Produce a simple sentence with pronouns, verb tenses, and ending punctuation, using individualized tools.	Build a simple sentence given a sentence template or frame and an array of pronouns, verb tenses, and ending punctuation, using individualized tools.

Writing			
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<i>Text Types and Purposes</i>			
<p>W.4.1 Write opinion pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons supported by evidence or examples from the text(s); d. A concluding statement; e. Organizational structure to support the writer’s purpose; 	Given an opinion statement, select an introductory sentence and concluding sentence from an array of choices.	Using a template, compose an opinion statement by selecting a conjunction (e.g., because, since) and providing at least one reason to support it.	Compose an opinion statement and one supporting detail, using a template (e.g., I like ___ better, because ___).

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<ul style="list-style-type: none"> f. Linking words and phrases; g. Relevant vocabulary; h. Sentence variety; and i. Grade-level phonics-based spelling. 			
<p>W.4.2 Write informative/explanatory pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. Facts, definitions, details, quotations and/or examples from the text(s) to develop the topic; c. A concluding statement; d. Organizational structure to support the writer’s purpose; e. Linking words and phrases; f. Relevant vocabulary; g. Sentence variety; and h. Grade-level phonics-based spelling. 	<p>Given an introductory sentence and concluding sentence on a topic within a template, compose one or more sentences that add details or examples to develop the topic.</p>	<p>Given a topic, select an introductory sentence and concluding sentence from an array of choices.</p>	<p>Given a partially completed template, compose a sentence that includes one concrete fact and domain-specific vocabulary.</p>
<p>W.4.3 Write narratives that develop real or imagined sequenced events including:</p> <ul style="list-style-type: none"> a. An introduction; b. A situation and narrator and/or characters; c. Dialogue and description of experiences and events; d. A conclusion; e. Organizational structure to support the writer’s purpose; f. Transitional words and phrases; g. Descriptive and/or sensory details; 	<p>Given a drafted narrative, add dialogue between two or more characters.</p>	<p>Given a partially completed template, compose a narrative including characters, setting, and events in a sequential order.</p>	<p>Given a partially completed template, select a beginning, middle, and end to compose a narrative.</p>

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<ul style="list-style-type: none"> h. Sentence variety; and i. Grade-level phonics-based spelling. 			
<i>Production and Distribution of Writing</i>			
W.4.4 Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	With gradually fading adult support, produce multiple sentences that are organized for a specific task or purpose.	With gradually fading adult support, produce a topic sentence for a specific task or audience.	With gradually fading adult support, contribute ideas to produce collaborative group writing.
W.4.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (capitalization, punctuation, spelling), using feedback from adults or peers.	With gradually fading adult support, identify edits specific to capitalization, punctuation, spelling, and organization in a given paragraph.	With gradually fading adult support, organize multiple given sentences into a logically-sequenced paragraph.	With gradually fading adult support, identify punctuation symbols and their placement at the end of the sentence.
W.4.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.
<i>Research to Build and Present Knowledge</i>			
W.4.7 Recall relevant information from personal experiences or gather relevant information from sources to: <ul style="list-style-type: none"> a. Take notes; b. Categorize information; c. Answer a specific question in writing; and d. Provide a list of sources. 	Record a response to a specific question related to a personal experience.	Sort recorded information from personal experiences into provided categories.	Record information about a personal experience.

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<p>W.4.8 Engage in brief research projects, collaboratively and independently, that investigate different aspects of a topic by:</p> <ul style="list-style-type: none"> a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety. 	Investigate sources to provide multiple details in a short report on a given topic using a template.	Collect and record at least one detail about a given topic from a selected source.	Select a source to share knowledge about a topic.
<p>W.4.9 Use evidence from literary or informational texts to support analysis, reflection, and research.</p>	Organize notes on given topic to begin the development of a short research project.	Select notes related to grade-level topics using literary or informational materials to support understanding (e.g., gathering information about Ohio to support background knowledge for a narrative set in Ohio).	Match literary and informational texts on the same topic.
<i>Range of Writing</i>			
<p>W.4.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>	Plan and draft writing routinely in a single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Speaking and Listening			
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<i>Comprehension and Collaboration</i>			
<p>SL.4.1 Participate in discussions about fourth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules.</p> <ul style="list-style-type: none"> a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic. c. Complete assigned roles. d. Make comments that further the discussion and link to the remarks of others. e. Pose and respond to specific questions to clarify or follow up on information. 	Participate in discussions with others by asking and answering questions on fourth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized tools as needed.	Participate in discussions with others by answering questions on fourth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized tools as needed.	Engage in discussions with others by answering questions on fourth grade topics and texts. Use individualized tools as needed.
<p>SL.4.2 After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to paraphrase ideas, including information shown in text features, such as charts, diagrams, graphs, tables, or images.</p>	After a presentation, select a paraphrased sentence that matches the main idea from the presentation (i.e., read-aloud, multimedia, oral).	Identify paraphrased details after a presentation (i.e., read-aloud, multimedia, oral).	Identify the topic of a presentation (i.e., read-aloud, multimedia, oral).
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	Identify details the speaker uses to support a provided position on the topic.	Given the speaker’s opinion or position, match a detail provided on the topic.	Identify a speaker’s opinion or position on the topic.
<i>Presentation of Knowledge and Ideas</i>			
<p>SL.4.4 Tell a story or recount an experience in an organized manner, using relevant facts and details to support main ideas or themes; speak clearly at an understandable pace.</p>	Communicate by recounting an experience in an organized manner with descriptive detail(s).	Communicate information about a personal experience or specific event. Use	Communicate information that can be understood by others.

Speaking and Listening			
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	Use individualized tools as needed.	individualized tools as needed.	Use individualized tools as needed.
SL.4.5 Create multimedia presentations of informational text; add visual displays when appropriate to enhance the development of main ideas or themes.	Create a short multimedia presentation that includes an audio and/or visual component.	Contribute to the creation of a multimedia presentation.	Select multimedia or a visual component pertinent to a presentation.
SL.4.6 Differentiate between contexts that call for formal language (e.g., presenting ideas) and situations where informal language is appropriate (e.g., small-group discussion); use formal language when appropriate to the task or situation.	Communicate information using formal language. Use individualized tools as needed.	Identify situations when formal language would be used.	Communicate information using informal language. Use individualized tools as needed.

Language			
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<i>Conventions to Standard English</i>			
L.4.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Order adjectives within sentences (e.g., a small red bag vs. a red small bag). b. Form and use prepositional phrases. c. Produce complete sentences by recognizing and correcting inappropriate fragments and run-ons.	Produce a simple sentence that includes a prepositional phrase when writing or speaking. Use individualized tools as needed.	Produce a simple sentence using a noun, verb, and adjective or adverb when writing or speaking. Use individualized tools as needed.	Produce a simple sentence containing a noun, a verb, and an adjective when writing or speaking. Use individualized tools as needed.
L.4.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.	Generate sentences using correct conventions of	Generate a sentence with correct capitalization (beginning of sentence,	Identify correct usage of capitalization in a given sentence.

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<ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to indicate direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. 	capitalization, punctuation and quotation marks. Use individualized tools as needed.	proper names) and ending punctuation. Use individualized tools as needed.	
<i>Knowledge of Language</i>			
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal language (e.g., presenting ideas) and situations where informal language is appropriate (e.g., small-group discussions). 	Use correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Use individualized tools as needed.	Use simple sentences that include correct conventions of capitalization and punctuation when writing. Use individualized tools as needed.	Use words and phrases to convey an idea when speaking or writing. Use individualized tools as needed.
<i>Vocabulary Acquisition and Use</i>			
<p>L.4.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning.</p> <ul style="list-style-type: none"> a. Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. 	Identify the meaning of a root or affix using print and/or digital resources.	Select an image that represents the meaning of a root or affix in a given word.	Identify the root and/or affix of a given word.

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<ul style="list-style-type: none"> b. Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., telegraph, photograph, autograph). c. Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases. 			
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms (words with similar but not identical meanings) and antonyms (opposites). 	Identify the meaning of simple figurative language (e.g., similes and metaphors).	Given a pair of words, identify if the words are synonyms or antonyms.	Identify the antonym of a given word.
<p>L.4.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds.</p> <ul style="list-style-type: none"> a. Use words that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). b. Use words that are relevant to a topic (e.g., “wildlife,” “conservation,” and 	Communicate using grade-level/age-appropriate words that signal actions, emotions, or states of being. Use individualized tools as needed.	Communicate using grade-level/age-appropriate words that are related to a particular topic. Use individualized tools as needed.	Communicate using grade-level/age-appropriate words. Use individualized tools as needed.

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“endangered” when discussing animal preservation).			