

# OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

## Grade 4 Crosswalk

### How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
<b>Reading Foundational Skills</b>			
Print Concepts	4.RF.1	(There is not a grade 4 standard for this concept. Please see preceding grades for more information.)	(There is not a grade 4 standard for this concept. Please see preceding grades for more information.)
Phonological Awareness	4.RF.2	(There is not a grade 4 standard for this concept. Please see preceding grades for more information.) <u>If students can not add, change, and delete syllables in compound, 3 and 4-syllable words, see 2.RF.2a-c.</u>	(There is not a grade 4 standard for this concept. Please see preceding grades for more information.)
Phonics and Word Recognition	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.
Phonics and Word Recognition	4.RF3a	<b>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b>	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.
Fluency	4.RF.4	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
Fluency	4.RF.4a	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.

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Fluency	4.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Fluency	4.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading Literature</b>			
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.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Key Ideas and Details	4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Key Ideas and Details	4.RL.3	<b><i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i></b>	<b><i>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).</i></b>
Craft and Structure	4.RL.4	<b><i>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</i></b>	<b><i>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., Herculean).</i></b>

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Craft and Structure	4.RL.5	<i>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</i>	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.
Craft and Structure	4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	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.	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.
Integration of Knowledge and Ideas	4.RL.8	(Not applicable to literature)	(Not applicable to literature)
Integration of Knowledge and Ideas	4.RL.9	<i>Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</i>	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.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Range of Reading and Level of Text Complexity	4.RL.10	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.	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.
<b>Reading Informational Text</b>			
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.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Key Ideas and Details	4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Key Ideas and Details	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.	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.
Craft and Structure	4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Craft and Structure	4.RI.5	<i>Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</i>	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.
Craft and Structure	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.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	4.RI.7	<i>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</i>	<i>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.</i>
Integration of Knowledge and Ideas	4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text.
Integration of Knowledge and Ideas	4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	4.RI.10	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.	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.
<b>Writing</b>			

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Text Types and Purposes	4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Text Types and Purposes	4.W.1a	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.	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.
Text Types and Purposes	4.W.1b	Provide reasons that are supported by facts and details.	Provide reasons that are supported by facts and details.
Text Types and Purposes	4.W.1c	<b><i>Link opinion and reasons using words and phrases.</i></b>	<b><i>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i></b>
Text Types and Purposes	4.W.1d	Provide a concluding statement or section related to the opinion presented.	Provide a concluding statement or section related to the opinion presented.
Text Types and Purposes	4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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Text Types and Purposes	4.W.2a	<i>Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.</i>	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.
Text Types and Purposes	4.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Text Types and Purposes	4.W.2c	<i>Link ideas within categories of information using words and phrases.</i>	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
Text Types and Purposes	4.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Text Types and Purposes	4.W.2e	Provide a concluding statement or section related to the information or explanation presented.	Provide a concluding statement or section related to the information or explanation presented.
Text Types and Purposes	4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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Text Types and Purposes	4.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Text Types and Purposes	4.W.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Text Types and Purposes	4.W.3c	Use a variety of transitional words and phrases to manage the sequence of events.	Use a variety of transitional words and phrases to manage the sequence of events.
Text Types and Purposes	4.W.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Text Types and Purposes	4.W.3e	Provide a conclusion that follows from the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences or events.
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.)	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.)

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Production and Distribution of Writing	4.W.5	<i>With guidance and support from peers, 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.)</i>	With guidance and support from peers <del>and adults</del> , 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.)
Production and Distribution of Writing	4.W.6	<i>With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</i>	With some guidance and support <del>from adults</del> , use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; <del>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</del>
Research to Build and Present Knowledge	4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Research to Build and Present Knowledge	4.W.8	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.	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.
Research to Build and Present Knowledge	4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Research to Build and Present Knowledge	4.W.9a	<i>Deleted substandard, as it is embedded in main standard.</i>	<del>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>

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Research to Build and Present Knowledge	4.W.9b	<i>Deleted substandard, as it is embedded in main standard.</i>	<del>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>
Range of Writing	4.W.10	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.	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>Language</b>			
Conventions of Standard English	4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	4.L.1a	<i>Identify, explain, and use relative pronouns and relative adverbs.</i>	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
Conventions of Standard English	4.L.1b	<i>Form and use the progressive verb tenses.</i>	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.
Conventions of Standard English	4.L.1c	<i>Use modal auxiliaries to convey various conditions.</i>	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.

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Conventions of Standard English	4.L.1d	<i>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</i>	<i>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</i>
Conventions of Standard English	4.L.1e	Form and use prepositional phrases.	Form and use prepositional phrases.
Conventions of Standard English	4.L.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Conventions of Standard English	4.L.1g	<i>Correctly use frequently confused words.</i>	<i>Correctly use frequently confused words (e.g., to, too, two, there, their).</i>
Conventions of Standard English	4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	4.L.2a	Use correct capitalization.	Use correct capitalization.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Conventions of Standard English	4.L.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	Use commas and quotation marks to mark direct speech and quotations from a text.
Conventions of Standard English	4.L.2c	Use a comma before a coordinating conjunction in a compound sentence.	Use a comma before a coordinating conjunction in a compound sentence.
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.
Knowledge of Language	4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Knowledge of Language	4.L.3a	Choose words and phrases to convey ideas precisely.	Choose words and phrases to convey ideas precisely.
Knowledge of Language	4.L.3b	Choose punctuation for effect.	Choose punctuation for effect.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Knowledge of Language	4.L.3c	<i>Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</i>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use	4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.
Vocabulary Acquisition and Use	4.L.4a	<i>Use context as a clue to the meaning of a word or phrase.</i>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Vocabulary Acquisition and Use	4.L.4b	<i>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</i>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Vocabulary Acquisition and Use	4.L.4c	<i>Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i>	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.
Vocabulary Acquisition and Use	4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Vocabulary Acquisition and Use	4.L.5a	<i>Explain the meaning of simple similes and metaphors in context.</i>	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
Vocabulary Acquisition and Use	4.L.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain the meaning of common idioms, adages, and proverbs.
Vocabulary Acquisition and Use	4.L.5c	<i>Demonstrate understanding of words by relating them to their antonyms and to their synonyms.</i>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Vocabulary Acquisition and Use	4.L.6	<i>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 and that are basic to a particular topic .</i>	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).
<b>Speaking and Listening</b>			
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 <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
Comprehension and Collaboration	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; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Comprehension and Collaboration	4.SL.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon rules for discussions and carry out assigned roles.
Comprehension and Collaboration	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.	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.
Comprehension and Collaboration	4.SL.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Comprehension and Collaboration	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 a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration	4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	Identify the reasons and evidence a speaker provides to support particular points.
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 in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
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.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Presentation of Knowledge and Ideas	4.SL.6	<i>Differentiate between contexts that call for formal English and situations where informal discourse is appropriate ; use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</i>	<i>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.)</i>