

Utah, Grade 4

Utah Strand/Standard	Focus of Utah Standard	For More Information
Reading Literature		
RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences	R1 pp. 6–11
RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text	R2 pp. 12–17
RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	R3 pp. 18–23
RL.4	Determine the meaning of words and phrases as they are used in a text	R4 pp. 24–29
RL.5	Explain the major differences between poems, drama, and prose; refer to structural elements when writing or speaking about a text	R5 pp. 30–35
RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives	R6 pp. 36–41
RL.7	Make connections between the text of a story or drama and a visual or oral representation of the text	R7 pp. 42–47
RL.8	NA	
RL.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories and traditional literature from different cultures	R9 pp. 54–59
RL.10	Read literature of appropriate complexity independently with proficiency	R10 pp. 60–65
Reading Informational Text		
RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	R1 pp. 6–11
RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text	R2 pp. 12–17
RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text	R3 pp. 18–23
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text	R4 pp. 24–29
RI.5	Describe the overall structure of events, ideas, concepts, or information in a text	R5 pp. 30–35
RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic	R6 pp. 36–41
RI.7	Interpret information presented visually, orally, or quantitatively, and explain how it contributes to an understanding of the text	R7 pp. 42–47
RI.8	Explain how an author uses reasons and evidence to support particular points in a text	R8 pp. 48–53
RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject	R9 pp. 54–59
RI.10	Read and comprehend appropriately complex informational texts independently and proficiently	R10 pp. 60–65
Reading Foundational Skills		
RF.3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 214–219
RF.4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension	RF4 pp. 220–225
Writing		
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information	W1 pp. 70–75
W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly	W2 pp. 76–81
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	W3 pp. 82–87
W.4	Produce writing in which the development and organization are appropriate to the task, purpose, and audience	W4 pp. 88–93
W.5	Develop and strengthen writing as needed by planning, revising, and editing	W5 pp. 94–99
W.6	Use technology to produce and publish writing; demonstrate keyboarding skills	W6 pp. 100–105
W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic	W7 pp. 106–111
W.8	Recall information from experiences or gather information from print and digital sources	W8 pp. 112–117
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 pp. 118–123
W.10	Write routinely over shorter and extended time frames	W10 pp. 124–129

(Continued)

Utah Strand/Standard	Focus of Utah Standard	For More Information
Speaking and Listening		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 134–139
SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats	SL2 pp. 140–145
SL.3	Identify the reasons and evidence a speaker provides to support particular points	SL3 pp. 146–151
SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and details to support main ideas or themes	SL4 pp. 152–157
SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	SL5 pp. 158–163
SL.6	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation	SL6 pp. 164–169
Language		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 174–179
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 180–185
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 186–191
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 192–197
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 198–203
L.6	Acquire and use accurately general academic and domain-specific words and phrases	L6 pp. 204–209