

Reading Grade 4 Prioritized CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at

https://wiki.ncscpartners.org/index.php/Instructional_Families.

Standards for English Language Arts	CCC		
Literature	4.RL.i2 Refer to details and examples in a text when explaining what the text says explicitly. (4.RL 1)	4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer. (4.RL 2)	4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (4.RL.3)
Informational	4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. (4.RI.7)	4.RI.i3 Determine the main idea of an informational text. (4.RI.2)	4.RI.l1 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. (4.RI.7)
Language	4.RWL.i2 Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning. (4.L.4, 4.L.4a)	4.RWL.j1 Use general academic and domain specific words and phrases accurately. (4.L.6)	
Foundational Skills	4.RWL.h2 Identify grade level words with accuracy and on successive attempts. (4.RF.3, 4.RF.3a)		

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For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or www.keystoneassessment.com

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