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Grade 4

Crosswalk: English Language Arts and Reading (ELAR)

- **Common Core State Standards (CCSS, 2010) and**
- **North Carolina Standard Course of Study (NCSCOS, 2004)**

Overview

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of "fewer, clearer, higher," the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate

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strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELAR standards.

www.corestandards.org

http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx

http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf

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Grade 4

		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question). 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.	
		2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.03 Read a variety of texts, including: • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays). 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: • theme	
		3. 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).	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: • examining the reasons for characters' actions • identifying and examining characters' motives • considering a situation or problem from different characters' points of view • making inferences and drawing conclusions about characters, events and themes.	

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		Common Core State Standards (CCSS, 2010)		**NC Standard Course of Study (NCSCOS, 2004)**	
Strand	Cluster	Standard		Objective	Comments
Reading Standards for Literature	Craft and Structure	4. 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).		1.04 Increase reading and writing vocabulary through: • knowledge of multiple meanings of words	
		5. 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.		3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: • analyzing differences among genres	
		6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			New expectation in the Common Core State Standard (CCSS).

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Grade 4

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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Integration of Knowledge and Ideas	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.		New expectation in CCSS.
		8. (Not applicable to literature)		
		9. 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.		New expectation in CCSS.

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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Range of Reading and Level of Text Complexity	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.	1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency • build background knowledge • expand vocabulary 2.03 Read a variety of texts, including: • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays).	CCSS refers to the 4-5 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.

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State Board of Education | Department of Public Instruction

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.	
		2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: • main idea and supporting details	
		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.	2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.	CCSS is more specific in regards to the types of texts.

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Strand	Cluster	Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
		Standard	Objective	Comments
Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		New expectation in CCSS.
		5. 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.		New expectation in CCSS.
		6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		New expectation in CCSS.

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Strand	Cluster	Standard		Objective		Comments
Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. 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.		3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.		CCSS incorporates the use of technology.
		8. Explain how an author uses reasons and evidence to support particular points in a text.				New expectation in CCSS.
		9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.		

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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	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.	1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency • build background knowledge • expand vocabulary 2.03 Read a variety of texts, including: • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays).	CCSS refers to the 4-5 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability. CCSS includes informational texts from other core content areas.

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Strand	Cluster	Standard	Objective	Comments
Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic). 1.03 Identify key words and discover their meanings and relationships through a variety of strategies.	

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Strand	Cluster	Standard	Objective	Comments
Reading Standards: Foundational Skills	Fluency	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency • build background knowledge • expand vocabulary 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	CCSS emphasizes oral reading.

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Strand	Cluster	Standard	Objective	Comments
Writing Standards	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans. 4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions). 4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	Students are required to write opinion pieces in the CCSS. CCSS specifies the use of linking words and phrases. It also includes using reasons to support opinions.
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of	4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans. 4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions). 4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	CCSS encourages rigor and specificity in informational writing. It includes a writing process.

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Strand	Cluster	Standard	Objective	Comments
		Common Core State Standards (CCSS, 2010)	**NC Standard Course of Study (NCSCOS, 2004)**	
		information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		
		3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans. 4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions). 4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	CCSS includes more specificity in the process of narrative writing.

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Strand	Cluster	Standard	Objective	Comments
Writing Standards	Production and Distribution of Writing	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.)	4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	
		5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion). 4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans. 4.08 Focus revision on a specific element such as: • word choice • sequence of events and ideas • transitional words • sentence patterns	CCSS includes guidance and support from peers.
		6. 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.	3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks). 4.10 Use technology as a tool to gather, organize, and present information.	CCSS is more specific in regards to computer skills.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	
		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.	3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks). 4.10 Use technology as a tool to gather, organize, and present information.	
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). 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").	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: • main idea and supporting details 2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources. 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: • analyzing the impact of authors' word choice and context • examining the reasons for characters' actions. • identifying and examining characters' motives. • considering a situation or problem from different	

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Strand	Cluster	Standard	Objective	Comments
			characters' points of view. • analyzing differences among genres. • making inferences and drawing conclusions about characters, events and themes	

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Strand	Cluster	Standard	Objective	Comments
Writing Standards	Range of Writing	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.	4.08 Focus revision on a specific element such as: ● word choice ● sequence of events and ideas ● transitional words ● sentence patterns	CCSS specifies writing routinely.

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Strand	Cluster	Standard	Objective	Comments
Speaking and Listening Standards	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	2.09 Listen actively by: • asking questions • paraphrasing what was said • interpreting speaker's verbal and non-verbal messages • interpreting speakers' purposes and intent 4.02 Use oral and written language to: • present information and ideas in a clear, concise manner • discuss • interview • make decisions	CCSS outlines specific criteria for collaborative discussions.
		2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2.09 Listen actively by: • paraphrasing what was said	CCSS specifies information presented in various formats.
		3. Identify the reasons and evidence a speaker provides to support particular points.	2.09 Listen actively by: • interpreting speaker's purposes and intent	

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Strand	Cluster	Standard	Objective	Comments
Speaking and Listening Standards	Presentation of Knowledge and Ideas	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.	4.02 Use oral and written language to: • present information in a clear, concise manner • discuss	CCSS requires students to include supporting details.
		5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience. 4.10 Use technology as a tool to gather, organize, and present information.	CCSS is more specific with the use of web 2.0 tools.
		6. 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.	4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience. 5.02 Demonstrate understanding in speaking and writing by appropriate usage of: • pronouns • subject/verb agreement • verb tense consistency • subject consistency 5.07 Use established criteria to edit for language conventions and format.	

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Strand	Cluster	Standard	Objective	Comments
Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	5.02 Demonstrate understanding in speaking and writing by appropriate usage of: • pronouns • subject/verb agreement • verb tense consistency • subject consistency 5.03 Elaborate information and ideas in writing and speaking by using: • simple and compound sentences. • regular and irregular verbs. • adverbs. • prepositions. • coordinating conjunctions.	CCSS provides more specificity with regards to conventions when writing or speaking.
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text.	5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).	CCSS provides more specificity with regards to conventions when writing.

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Strand	Cluster	Standard	Objective	Comments
		c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		

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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* 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).	5.03 Elaborate information and ideas in writing and speaking by using: • simple and compound sentences. • regular and irregular verbs. • adverbs. • prepositions. • coordinating conjunctions. 5.07 Use established criteria to edit for language conventions and format.	CCSS is more rigorous and specific in language usage.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. 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.	1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension. 1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	
		5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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 opposites	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: • author's use of figurative language	CCSS requires a more in-depth understanding of word relationships/meanings in texts.

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	Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
		(antonyms) and to words with similar but not identical meanings (synonyms).		
		6. 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).		New expectation in CCSS.