

8.7.15

English Language Arts Grade 4

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

Reading Standards Foundational Skills (RF)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

- **Apply appropriate strategies before reading, viewing, or listening to a text:**
 - preview and survey the text
 - access prior knowledge about the text
 - formulate purpose-setting questions
 - make predictions
- **Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text:**
 - reread as necessary
 - determine main ideas of portions of the text
 - periodically restate, retell, paraphrase, summarize, and/or synthesize information
 - connect ideas within the text
 - make, confirm, and/or modify questions, inferences, and predictions
 - visualize
- **Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text:**
 - determine and explain main ideas (explicit or inferred) of the text
 - summarize the text
 - explain what is directly stated in the text by citing specific details and examples from the text
 - explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
 - synthesize information and ideas
 - confirm, refute and/or make predictions about the text
 - connect prior knowledge or experience to the text

RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

Thinking Within the Text

- sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Thinking Beyond the Text

- support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text
- infer causes of problems or of outcomes in fiction and nonfiction text

Thinking About the Text

- provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text

- summarize
- analyze details
- recognize them

RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text

Thinking Within the Text

- identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing
- include appropriate and important details when summarizing texts

Thinking Beyond the Text

- support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text

Thinking About the Text

- identify main ideas and supporting details

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on

specific details in the text

- character's thoughts
- words
- action

RI4.3 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

- include important details from the content of an informational text

RF4.3 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)

Phonics, Spelling, and Word Study (Spelling patterns)

- notice and use frequently appearing syllable patterns in multi-syllable words

(Word Structure)

- recognize and use syllables

(Word Solving Action)

- connect words that are related to each other because they have the same base or root word (direct, direction, directional)

(Word Study)

- read and write 4th grade high-frequency words

Thinking Within the Text

- solve multi-syllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts
- understand connotative meanings of words
- take apart words with frequently appearing syllable patterns in multi-syllable words
- recognize words have multiple meanings. Homographs and homophones

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology

- mythological connections
- Greek and Latin affixes and roots
- figurative language

RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

Thinking Within the Text

- add new vocabulary words to known words and use them in discussion and in writing
- recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words
- notice new and interesting words, record them, and actively add them to speaking or writing vocabulary
- demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing ending and prefixes)
- solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge
- purposefully acquire vocabulary from text and use new words in talk and writing (including technical words)

RF4.4 Read with sufficient accuracy and fluency to support comprehension

- a. read on-level text with purpose and understanding
- b. read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Thinking Within the Text

- reread to solve words or think about ideas and resume good rate of reading
- read dialogue with phrasing and expression that reflects understanding of character and events
- demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

RL4.5 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

- verse
- rhythm
- meter
- cast of characters
- settings

- descriptions
- dialogue
- stage directions
- different aspects of genres

RI4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text

Thinking About the Text

- notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
- notice how the writer has organized an informational text (categories and subcategories, sequence, and others)
- understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- show how a text is organized
- show awareness of temporal sequence, compare and contrast, cause and effect, and problem and solution
- comment on how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

- word choice
- narrator
- point of view (first- and third-person)

RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided

Thinking Beyond the Text

- identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective
- demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own
- draw conclusions from information

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL4.7 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

- visualize and analyze artistic aspects
- play
- drama
- movie
- illustrations
- recognize and analyze text
 - illustrations
 - narrations
 - graphics
 - point of view

RI4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Think Within the Text

- use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references, charts, graphs, diagrams, timelines, animations, interactive elements on web pages)

Thinking About the Text

- notice and discuss why the writer used graphic features such as tables, heading, subheading, sidebars, legends
- assess how graphics add to the quality of the text or provide additional information
- comment on the writer's use of graphic tools and effective ways of placing them in the text

CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

RI4.8 Explain how an author uses reasons and evidence to support particular points in a text

Thinking Within the Text

- identify main ideas and supporting details

Thinking About the Text

- think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions
- provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
- understand, talk about, and/or write or draw when a writer has used underlying organizational structures
- identify multiple points of view
- provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text
- critique the quality or accuracy of a text, citing evidence for opinions

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures

- compare and contrast (e.g., opposition of good and evil)
- themes
- topics
- patterns of events (e.g., the quest)
- stories
- myths
- traditional literature from different cultures

RI4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Thinking Within the Text

- reflect both prior knowledge and evidence from the text in responses to texts

Thinking Beyond the Text

- make connections to other texts by topic, major ideas, authors' styles, and genres
- make connections between the text and other texts that have been read or heard
- mentally form categories of related information and revise them as new information is acquired across the text

Thinking About the Text

- identify similarities across texts

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10 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

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range

Text Complexity Grade Band 4-5

- Lexile Ranges Aligned to CCR Expectations: 770-980

Writing (W)

CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1 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

Writing (Essay)

- begin with a title, introduction (topic sentence) that tells the reader what is being argued or explained and end with a conclusion
- provide a series of clear arguments or reasons to support the argument
- use opinions supported by facts/evidence

Writing (Organization)

- present ideas clearly and in logical sequence through paragraphing
- introduce ideas followed by supportive details and examples

Writing (Language Use)

- Use a variety of transitions and connections (words, phrases, sentences, and paragraphs)

Writing (Voice)

- produce argumentative writing that is persuasive and well-constructed, and shares writer's views

Writing (Drafting/Revising)

- create paragraphs that group related ideas

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- 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
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
- use precise language and domain-specific vocabulary to inform about or explain the topic
- provide a concluding statement or section related to the information or explanation presented

Writing (Expository nonfiction)

- understand that a report may include several categories about the same topic
- understand that a report has an introductory section, followed by more information in sections or categories
- use quotes from experts (written text, speeches or interviews)
- use descriptive and specific vocabulary
- use new vocabulary specific to the topic

Writing (Essay)

- include illustrations, charts, or diagrams to inform or persuade the reader

Writing (Organization)

- clearly show topics/subtopics with headings and subheadings in expository writing

- support ideas with facts, details, examples and explanations from multiple sources

Writing (Word Choice)

- select precise words to reflect the intended message or meaning

Writing (Drafting/Revising)

- add transitional words and phrases to clarify meaning and make the writing smoother

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence

- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- use dialogue and description to develop experiences and events or show the responses of characters to situations
- use a variety of transitional words and phrases to manage the sequence of events
- use concrete words and phrases and sensory details to convey experiences and events precisely
- provide a conclusion that follows from the narrated experiences or events

Writing (Memoir)

- select and write personal experiences as “small moments” or experiences and share thinking/feelings about them
- describe characters by how they look, what they do, say, and think and what others say about them

Writing (Short fiction)

- understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of event and ending
- develop an interesting story with believable characters involved in a plot, with events in sequential order
- end a narrative with a problem, solution, and a conclusion

Writing (Language Use)

- use concrete sensory details and descriptive language to develop plot (tension and problem-resolution) and setting in memoir, biography, and fiction
- use descriptive language and dialogue to present characters and/or subject who appear and develop in memoir

Writing (Word Choice)

- use memorable or vivid words (gigantic, desperate)
- use words that convey an intended mood or effect

Writing (Voice)

- produce entertaining narratives that reveal the author's personality

Writing (Drafting/Revising)

- establish an initiating event in a narrative followed by a series of events
- establish the situation, plot or problem and point of view

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W4.4 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)

Writing (Organization)

- present ideas clearly and in a logical sequence
- organize information according to purpose
- clearly communicate main ideas

Writing (Planning)

- write for a specific purpose: to inform, entertain, persuade and express opinions
- take audience and purpose into account when choosing a topic
- understand a range for genres and forms and select from them according to topic and purpose

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5 With guidance and support from peers and adults, 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)

Writing (Planning)

- generate and expand ideas through talk with peers and teacher
- look for ideas and topics in personal experiences, shared through talk
- get ideas from other books and writers about how to approach a topic

Writing (Drafting/Revising)

- understand the role of the writer, teacher or peer writer during conferencing
- understand revision as a means for making written messages stronger and clearer to readers
- change writing in response to peer or teacher feedback
- understand that a writer rereads and revises while drafting
- know how to use an editing/proofreading checklist

Writing (Viewing self as a writer)

- show interest and work at crafting good writing, incorporating new learning from instruction
- self-evaluate own writing and talk about what is good about it and what techniques are used

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W4.6 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

Writing (Handwriting/Word-Processing)

- use word processor to get ideas down, revise, edit, and publish
- use efficient keyboarding skills to create drafts, revise, edit, and publish

Writing (Editing and Proofreading)

- use spell check on the computer, monitoring changes carefully
- use grammar check on the computer, monitoring changes carefully

CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic

Writing About Reading (Information Writing)

- short report utilizing information from one or more texts

- include important details from the content of an informational text

Writing (Expository nonfiction)

- understand that feature articles and reports require research and organization
- write with a focus on a topic, including several aspects (report)

Writing (Planning)

- conduct research to gather information (e.g., live interviews, Internet, artifacts, books)

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W4.8 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

Writing (Essay)

- take topics from stories or everyday observations

Writing (Planning/Revising)

- take notes from interviews or observations
- observe carefully events, people, settings, and other aspects of the world to gather information on a topic
- create categories of information
- use notes to record and organize information
- search for appropriate information from multiple sources (books and other print, materials, websites, interviews) and site appropriately

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

- 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].”).
- 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”).

Writing About Reading (Thinking Within/Beyond the Text)

- provide evidence from the text or personal experience to support

- written statements about a text
- represent important information about a fiction text (characters, problems, sequence of events, problem resolution)
- provide details that are important to understanding the relationship among plot, setting and character traits
- reflect both prior knowledge and evidence from the text in responses to text
- express a wide range of predictions using (and including) information as evidence from the text
- infer characters' feeling and motivations and include evidence from the text to support thinking
- provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy or craft of a text

Writing (Short Fiction)

- describe the setting with appropriate detail

Writing (Test Writing)

- state a point of view and provide evidence

CCR Anchor Standard W10: 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 tasks, purposes, and audiences.

W4.10 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

Writing (Organization)

- choose a narrative or informational genre and organize the text

Writing (Language Use)

- vary language and style as appropriate to audience and purpose

Writing (Planning)

- use a writer's notebook as a tool for collecting ideas, planning, or drafting
- gather a variety of entries (character map, timeline, sketches, observations, free writes, draft, lists) in a writer's notebook
- think through a topic, focus, organization and audience
- select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; poetry books; questions and answer books; illustration-only books)

Writing (Drafting/Revising)

- provide insight as to why an incident or event is memorable
- reread and revise sections to clarify meaning
- reread writing to make changes

Writing (Viewing Self as a Writer)

- write in a variety of genres across a year
- view self as a writer
- notice what makes writing effective and name the craft
- produce a reasonable quantity of writing within the time available
- compare and contrast revised writing
- self-evaluate

Speaking and Listening (SL)

CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL4.1 Engage effectively in a range of collaborative discussions (one-to-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 understandings in light of the discussion
 - e. seek to understand and communicate with individuals from different perspectives and cultural backgrounds

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

Oral, Visual, and Technological Communication (Discussion)

- restate points that have been made and extend or elaborate them
- recall information, big ideas, or points made by others in conversation or from presentations by students or teachers

CCR Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL4.3 Identify the reasons and evidence a speaker provides to support particular points

Oral, Visual, and Technological Communication (Presentation/Ideas and Content)

- add evaluative comments, making clear that opinion is being stated (I think...)

CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL4.4 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

Oral, Visual, and Technological Communication (Presentation/Organization)

- make points in logical order, keeping audience in mind
- sequence ideas, examples, and evidence in a way that shows their relationship

CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

Oral, Visual, and Technological Communication (Technology/Media)

- use visual displays as appropriate (diagrams, charts, illustrations)

CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL4.6 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.

Oral, Visual, and Technological Communication (Presentation/Conventions)

- demonstrate the use of specific language for different kinds of presentations (dramatic, narrative, reports, new programs)

Language (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L4.1 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)

Writing (Conventions)

- use nouns and pronouns that are in agreement (Mike/he)
- use indefinite and relative pronouns correctly (me, him, her; I, he, she)
- use adjectives and adverbs correctly
- use prepositions and prepositional phrases correctly
- use conventional sentence structure for complex sentences with embedded clauses
- edit for grammar

Writing (Craft)

- use a variety of sentence structures and lengths

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L4.2 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
- c. use a comma before a coordinating conjunction in a compound sentence
- d. spell grade-appropriate words correctly, consulting references as needed

Writing (Conventions)

- use capital letters correctly in dialogue
- use more complex capitalization with increasing accuracy, such as abbreviations and quotation marks in split dialogue
- use commas to identify a series and to introduce clauses
- use spell check on the computer, monitoring changes carefully
- use a dictionary to check on spelling and meaning

Phonics, Spelling, and Word Study

- employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)

CCR Anchor Standard L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L4.3 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).

Writing (Conventions)

- learn about the possibility of using punctuation and its effect on readers by studying mentor texts

Writing (Craft)

- select precise words to reflect the intended message or meaning

Writing (Process)

- understand how the writing meets the needs of a specific reader or audience

Oral, Visual, and Technological Communication

- use language appropriate to oral presentation words (rather than literary language or slang)

CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L4.4 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

Writing (Conventions)

- correctly spell words that have been studied
- be aware of the spelling of common suffixes

Phonics, Spelling and Word Study (Word Structure)

- recognize and use common prefixes as well as prefixes that refer to numbers
- use the context of a sentence paragraph, or whole text to help determine the precise meaning of a word

Reading (Thinking Within the Text)

- demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- use readers' tools such as glossaries, dictionaries, pronunciation guides to solve words, including difficult proper nouns or technical words

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L4.5 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 the opposites (antonyms) and to words with similar but not identical meanings (synonyms)

Writing (Craft)

- use words in figurative ways to make comparisons (simile, metaphor)

Phonics, Spelling and Word Study (Word Structure)

- recognize and use homographs, homophones, and words with multiple meanings
- recognize and use words as metaphors and similes to make comparisons

CCR Anchor Standard L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L4.6 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)

Writing (Craft)

- select precise words to reflect the intended message or meaning
- use range of descriptive word to enhance the meaning
- use strong verbs (more descriptive or interesting than words typically used; for example, hurled instead of threw)

Phonics, Spelling and Word Study

- employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)