Understanding the NC English Language Arts Standard Course of Study

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY

GRADE
4

North Carolina Department of
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Understanding the English Language Arts Standard Course of Study for Grade 4
ELA Standards with Clarification and Glossary

Purpose

This document provides the Grade 4 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for "In the Classroom." The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

GRADE 4

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence
1. 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.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity
10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

	STANDARD	CLARIFICATION	GLOSSARY
	Cluster: Key Ideas and Evidence		
RL.4.1	Refer to details and examples in a text when explaining what the text says **explicitly** and when drawing **inferences** from the text.	Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text. *In the Classroom:* The teacher poses a question. The teacher and students use a shared text to highlight details and examples that answer the question. Students share their answers and refer to the details and examples they highlighted. Students use graphic organizers to draw inferences by categorizing their thoughts into three columns: "The text says," "I say," and "So."	**explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
RL.4.2	Determine a **theme** of a story, **drama**, or **poem** from details in the text; **summarize** the text.	Students establish the theme of a story, drama, or poem by carefully examining key details. Students provide a summary of the text by using key details. *In the Classroom:* Students answer questions both orally and written, using grade-appropriate texts. They consider: What is the theme? What details led you to determine this theme? What does this story seem to really be about? What would I include from the beginning, middle, and end of the story? Students use two-column notes to collect ideas about the theme (i.e. Key Details/Possible Big Idea or Theme). The teacher guides students in generating a list of points from the text. The teacher and students work together to determine which of the points is a key idea and which are key details. Using the identified key idea and details, the teacher and students write a summary. To revise the summary and ensure it is concise, the teacher models	**drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message

	STANDARD	CLARIFICATION	GLOSSARY
		crossing out unnecessary or repetitive details or sentences. The teacher and students discuss why some details and/or sentences were rejected and why some were included.	
RL.4.3	**Describe** in depth a character, **setting**, or event in a story or **drama**, drawing on specific details in the text.	Students thoroughly describe characters, settings, or events in a story or drama. They use specific details in a story or drama related to a character's thoughts, words, or actions. *In the Classroom:* In a read aloud, the teacher uses a chart to record the sequence of events in a story. The teacher chooses one event to describe in great detail, and he/she shows students how to return to the story for specific details. Students choose characters from a story to describe in depth. They record their information on graphic organizers using details from the text. The graphic organizers include the characters' names, their traits, their major challenges, their responses to the challenges, and their changes over time in the story.	**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **setting** – the time and place of the action in a book, play, story, etc.
Cluster: Craft and Structure			
RL.4.4	Determine the meaning of words and **phrases** as they are used in a text, including words that affect meaning and **tone**.	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They examine specific words or phrases that impact the meaning or tone of the text. *In the Classroom:* The teacher models how to determine the meaning of words and phrases by using contextual strategies such as: • Referencing pictures or thinking about how a word/phrase fits with what is happening; • Looking at the words and phrases that surround the unknown word or phrase • Considering how the word is being used or its part of speech.	**phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

	STANDARD	CLARIFICATION	GLOSSARY
		Students define words or phrases and consider: What does the word/phrase _____ mean as it is used in this sentence? What clues can help me? How does the word/phrase add to the tone? What is the importance of this word/phrase? How does it impact the meaning?	
RL.4.5	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.	Students describe the significant differences between poems, drama, and prose. They use correct terminology when they talk or write about a text. For example, when speaking or writing about poems, they use literary terms such as *verse, rhythm,* and *meter*. When speaking or writing about dramas, they use literary terms such as *cast of characters, settings, descriptions, dialogue,* and *stage directions*. *In the Classroom:* Teacher and students create charts explaining the structural elements of poems, dramas, and prose. Students create Semantic Feature Analysis charts to record and compare various features of the structural elements. The teacher reviews the structural elements of poems, drama, and prose with students. He/she prepares cards with examples of poems, drama, and prose. Students work in pairs and label the structural elements they see in each example. Referring to the completed examples, the teacher guides a class discussion of the differences.	**drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) **prose** – language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter
RL.4.6	**Compare and contrast** the **point of view** from which different stories are narrated, including the difference between first- and third-person narrations.	Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration. *In the Classroom:* Students use T-chart graphic organizers to compare and contrast the POV of different stories. The teacher reads a familiar fairy tale and guides the	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information

	STANDARD	CLARIFICATION	GLOSSARY
		students to determine the point of view (who is telling the story?). The teacher then reads the same fairy tale that is told from another point of view. Students discuss the similarities and differences in the two points of view.	given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument
Cluster: Integration of Ideas and Analysis			
RL.4.7	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.	Students determine the connections between the written text of a story or drama and a presentation they watch or listen to of that same text. They determine which specific descriptions and directions from the written text are used precisely._In the Classroom:_ Students listen to a read aloud and watch a short film version of a novel or drama. They identify the similarities and differences in how the text and film convey the author's message.Students listen to two read alouds of a short story or poem: one by the teacher and one from a professional recording. Using T-charts for each read aloud, students jot down words, images, or colors that they visualize.The teacher reads aloud a story to students and invites them to transform scenes from the story into audio recordings. The teacher reminds students to create sound effects to convey the setting, along with choosing appropriate music to set the mood. Students note what specific descriptions and directions from the written story they hear being used word-for-word in the audio recording.	**drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue
RL.4.8	Not applicable to literature.		

	STANDARD	CLARIFICATION	GLOSSARY
RL.4.9	**Compare and contrast** the use of similar **themes** and **topics** and patterns of **events** in stories, **myths**, and traditional literature from different cultures.	Students determine the similarities and differences of how similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) are treated in stories, myths, and traditional literature from various cultures. *In the Classroom:* The teacher reads two texts with a similar theme, but from different cultures, and then records the following information: theme or topic, and how the events in the stories unfold. Students determine how the texts are similar and different, and how the themes or topics are used in the stories. Students read a common fairy tale, fable, or folktale. As a class, they discuss the story's pattern of events and record these on charts. Students read a different version of the story from a different culture and record the pattern of events. Students highlight the similarities in the events in one color and the differences in the events in another color.	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar **event** – a thing that happens; an occurrence **myths** – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message **topic** – the subject or matter being discussed or written about in a text, speech, etc.
Cluster: Range of Reading and Level of Complexity			
RL.4.10	By the end of grade 4, read and understand literature within the 4-5 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 4, students competently read and understand literary texts within the 4-5 text complexity band (Lexile: **740-1010**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher provides students with opportunities to select texts from a teacher-created text set. The teacher also provides reading time for students to read the text independently. While the students are reading, the	**independently** – on one's own, without aid from another (such as a teacher) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3,

STANDARD	CLARIFICATION	GLOSSARY
	teacher confers with individual students and small groups to learn what they do well, what they need to work on, and what teaching skills or strategies would help them become better readers. The teacher provides additional time from the independent reading time for students to talk about texts and write purposeful responses to texts. However, reading responses should not be assigned every time students read. Students read independently, with partners, or in groups for a variety of purposes – inquiry circles, book clubs, skill and strategy groups, etc. They keep records of their reading journeys on reading logs as a way to inform them of their reading stamina (such as number of books and minutes).	4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Reading Standards for Informational Text

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RI.4.1	Refer to details and examples in a text when explaining what the text says **explicitly** and when drawing **inferences** from the text.	Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text. *In the Classroom:* Using a complex mentor text, the teacher models inferring by thinking aloud how he/she makes inferences, being sure to connect the inferences to specific words and phrases in the text. Students use graphic organizers to draw inferences by categorizing their thoughts into three columns: Facts from Text + What I Know = Inferences.	**explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
RI.4.2	Determine the **main idea** of a text and explain how it is supported by **key details**; **summarize** the text.	Students establish the main idea of a text and point out how it is strengthened through key details. Students provide a summary of the text using key details. *In the Classroom:* Teacher models and students practice strategies: • Surveying the text to get an idea of what the text is mostly about, then reading to see if the facts support the main idea. • Highlighting recurring details and ideas to determine the main idea. • Listing facts from a section of the text, considering what they are mostly about, then revising the main idea as more facts are collected. Students use graphic organizers, such as Boxes and Bullets, to organize information into two categories: Boxes (main idea) or Bullets (details).	**event** – a thing that happens; an occurrence **key details** – specific and important parts of the text that provide information, support, and elaboration **main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account

	STANDARD	CLARIFICATION	GLOSSARY
RI.4.3	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.	Students use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why. *In the Classroom:* The teacher provides an informational text. Students read the text and use sticky notes to identify where they notice a cause/effect relationship. Students use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text. The teacher provides a shared text on a scientific concept. The teacher highlights specific information from the text that explains the concept.	
Cluster: Craft and Structure			
RI.4.4	Determine the meaning of **general academic** and **domain-specific words** or **phrases** in a text relevant to a grade 4 **topic** or subject area.	Students examine the text to figure out the meaning of words and phrases appropriate to fourth grade topics and subject areas, using the context to inform their thinking. *In the Classroom:* The teacher creates a class chart of vocabulary words/ phrases that relate to the subject or topic being taught. Students annotate or use sticky notes to mark unknown words/phrases and then go back to determine the meanings. Students consider: What does the word/phrase _____ mean as it is used in this sentence/paragraph? What clues helped me determine the meaning? What do I already know about the topic that can help me determine the meaning of this unknown word? What text features can help me determine the word/phrase meaning?	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **topic** – the subject or matter being discussed or written about in a text, speech, etc.

		STANDARD	CLARIFICATION	GLOSSARY
RI.4.5		**Describe** the overall structure of **events**, ideas, concepts, or information in a text or part of a text.	Students explain how the author organized the events, ideas, concepts, or information in a text, such as chronology, comparison, cause/effect, and problem/solution. *In the Classroom:* Teacher models from a variety of texts how to use the text features and signal words to determine the structure: • Cause/Effect: *because…, therefore, so, as a result, if… then…, this led to, consequently* • Comparison: *both, alike, similar, different, unlike, either, on the other hand, in contrast* • Chronology: *before, then, during, first, next, after, finally, since, later* • Problem/Solution: *challenge, issue, fixed, resolved* Students sort a variety of informational texts by structure using features and signal words. They create charts for each type with examples found in the texts.	**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **event** – a thing that happens; an occurrence
RI.4.6		**Compare and contrast** a **firsthand** and **secondhand account** of the same event or **topic**; **describe** the differences in focus and the information provided.	Students determine the similarities and differences of accounts of the same topic or event. One account is based on personal experience, and the other account is based on the author's research. Students determine the differences in the information as well as the focus. *In the Classroom:* While students follow along, the teacher reads aloud a text from a primary source (first-hand account) and an article (second-hand account) on the same topic or event. The teacher models for students how to highlight and annotate key details and the focus for each. Using a T-chart organizer, the teacher models how to record the information and how to compare and contrast the two accounts.	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with <u>contrast</u>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **firsthand account** – a summary or delineation of events from an original source or personal experience

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher shows a picture of an event and conducts a shared writing activity with the class by writing from the perspective of a person in the event (first-hand account) and from the perspective of a news reporter (second-hand account). The class discusses how the focus and the information are different across texts.	**secondhand account** – an account (i.e., retelling, recount, etc.) of an event or topic based on research, instead of firsthand experience **topic** – the subject or matter being discussed or written about in a text, speech, etc.
*Cluster: Integration of Ideas and Analysis*
RI.4.7	Interpret information presented visually, orally, or **quantitatively** and explain how the information contributes to an understanding of the text in which it appears.	Students explain information that is presented visually, orally, or quantitatively in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages, and then they describe how the format in which it appears helps them better understand the text. *In the Classroom:* The teacher places students in teams of two. Each team is asked to browse a website, a blog, and a video focused on a key topic. Students create graphic organizers to list the digital sources, how the information is presented, and how each format contributes to their understanding of the information. The teacher reads aloud a scientific or historical text and provides a photograph and a chart that accompany the text. The teacher invites students to share how the visual enhances their understanding of the text.	**quantitatively** – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)
RI.4.8	Explain how an author uses **reasons** and **evidence** to support particular points in a text.	Students explain how the author supports specific points in a text by using reasons and evidence. *In the Classroom:* The teacher conducts a shared reading. Students highlight the particular point(s) the author is making in the text. Next, the teacher guides students to reread the text to underline reasons and evidence to support the author's point(s). The teacher leads a class discussion on how the author uses evidence to support the reasons and key point(s).	**evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher reads a text aloud. As the teacher models, students write a point from the text on notecards. Students work independently on additional notecards, writing reasons and evidence provided by the author.	
RI.4.9	Integrate information from two texts on the same **topic** in order to write or speak about the subject knowledgeably.	Students combine information from two texts on the same topic when writing or speaking to demonstrate knowledge of the topic. *In the Classroom:* The teacher reads aloud two texts about the same topic and records facts about a topic from both texts on a T-chart. The headers on the T-chart are labeled with the name of the texts. Students combine the information into a single paragraph about the topic. Students read two texts on the same topic. Students read the first text and write three sentences about the topic. Students read the second text and do the same. Students then work in pairs and create Venn diagrams to record their information on the topic. Students use one color to write information from the first text and another color for the second text. When both texts contain identical points, that Information is placed in the center of the diagram.	**topic** – the subject or matter being discussed or written about in a text, speech, etc.
*Cluster: Range of Reading and Level of Complexity*		
RI.4.10	By the end of grade 4, read and understand **informational texts** within the 4-5 **text complexity band proficiently** and i**ndependently** for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 4, students competently read and understand informational texts within the 4-5 text complexity band (Lexile: **740-1010**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher explicitly teaches scaffolding strategies to enable students to comprehend complex text such as previewing the text before reading, thinking aloud about the text, using text structures, determining the important ideas in what they read, and handling unfamiliar words they encounter.	**independently** – on one's own, without aid from another (such as a teacher) **informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

STANDARD	CLARIFICATION	GLOSSARY
	The teacher provides opportunities for students to be accountable during independent reading time by having students respond to reading through reading logs and written responses. The teacher incorporates opportunities within lessons for students to read texts independently for a specific purpose.	**text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

GRADE 4

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Reading Standards for Foundational Skills

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Handwriting			
RF.4.2	Create readable documents through legible handwriting (cursive).	Students create documents in cursive that are easy for others to read. *In the Classroom:* The teacher shares a sample of his/her own handwriting. Using a T-chart, with the right-hand column labeled "Keep Working on..." and the left-hand column labeled, "I like how...," the teacher models self-assessing his/her handwriting. Students switch charts and samples of cursive writing. Students provide peer feedback. The teacher schedules ten to fifteen minutes of journal time with students writing only in cursive.	
Cluster: Phonics and Word Recognition			
RF.4.4	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** to read accurately unfamiliar **multisyllabic** words in context and out of context.	Students read words using grade-level appropriate strategies. • Students use what they know about letter-sound correspondences to read words. They are able to decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts. Students use these skills in context and in isolation. *In the Classroom:* The teacher creates a prefix/suffix word wall. The teacher then displays a prefix/suffix and its meaning. Students refer to the word wall as they read independently. The teacher models for students how to break an unknown word into syllables. With partners, students practice breaking multisyllabic words into individual syllables.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **morphology** – the study of the form of words and how words are formed, concerning the study of roots (i.e., bases) and affixes (i.e., prefixes and suffixes) **multisyllabic** – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills **syllabication** – the division of words into syllables (e.g., syllable – syl – la – ble)

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Fluency			
RF.4.5	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.	Students read grade-level text smoothly and with enough accuracy so that they understand the text. • Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). • Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. • Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. *In the Classroom:* While reading aloud to students, the teacher models reading with fluency and expression. During the read aloud, the teacher thinks aloud, commenting on accuracy, appropriate rate, expression, and re-reading to self-correct. Students participate in Reader's Theater or a Poetry Slam to develop expression, rate, and accuracy in reading.	**expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. **fluency, fluid reading** – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression **prose** – language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **self-correct** – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

GRADE 4

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade.*

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.4.1 Opinion writing is the first developing form of argument writing. Opinion writing has many purposes — to convince the reader that the writer's position is correct, to change the reader's point of view, or to encourage the reader to take action. Writers use reasons and information to support their points of view. At fourth grade, students are able to take a position on a topic or text and provide reasons with facts and details that support the position that has been taken.

The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take a position and provide facts and details in support of this position. The teacher in fourth grade needs to model the writing process for opinion pieces in order to help students understand how to take a position and support it with reasons that are followed by facts and details. This starts by helping students clearly identify topics where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas to support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions.

Students then revise and edit their writing to ensure their positions have adequate support, follow writing conventions, and use correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to help fourth grade students write clear and well-supported opinion pieces. During the revising and editing processes, the teacher and peers guide students and consider the task, purpose, and audience of the writing. Guiding questions for this purpose might include "Do the facts and details support my reasons and point of view?" and "Can my reader clearly understand my position and the reasons why I took this position?"

W.4.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors. Fourth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.

The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood. The teacher in fourth grade needs to model the writing process for informative/explanatory texts in order to help students understand the structure of informative/explanatory writing. This begins by helping students identify a topic they can write an informative/explanatory piece about. The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic.

The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.

The teacher guides students' writing so it is organized to introduce and explain the identified topic clearly and provide sufficient information in support of this explanation. This information is organized in paragraphs or sections to group related information. Students are also encouraged to use precise language to describe the topic under study. In addition, students need to be familiar with the domain-specific vocabulary related to their topic and use it appropriately in their writing. Throughout the text, students also use linking words and phrases to connect ideas within a category of information. To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or paragraphs that connect to the information or explanation presented. Throughout their writing, students may include formatting (e.g. headings, sections, etc.), use illustrations, and/or use multimedia to help the reader's understanding of the topic.

Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, editing processes to support students at fourth grade with writing pieces

that include clearly identified topics with multiple facts, definitions, concrete details, quotations, precise language, domain-specific vocabulary, and any additional information necessary in order to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task, purpose, and audience the writing addresses. Guiding questions for this might include "Do I clearly identify and introduce my topic?" and "Do I achieve my purpose and clearly explain my topic so the reader can understand what I am explaining?" A final copy is published and shared with readers.

W.4.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Fourth graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.

The teacher supports the development of narrative writing by exposing students to narrative stories that use rich sensory details to describe an event. The fourth-grade teacher needs to model the writing process for narrative pieces in order to help students understand how to write a story that moves in sensible order and uses concrete details. This begins by helping students generate lists of events they have experienced or can imagine experiencing in order to identify a topic for their narrative pieces. The teacher provides the students with graphic organizers to help them sequence story events and identify relevant details to include.

Students begin composing their drafts by acquainting the reader with the circumstances surrounding their chosen topics, including the narrator and/or characters. Students then unfold the sequence of events in a manner that is unforced. Students use dialogue and description to add to the experience and events. To signal the order of events, students use temporal transition words and phrases to maintain the progression of events. To develop their characters, students use dialogue and describe the characters' thoughts, feelings, and actions to show their responses to other characters and circumstances in the narratives. Students also use words, phrases, and imagery to tell the story in a way that is more tangible or realistic. Students end their narratives in a way that connects to the experiences or events shared in the narrative.

Students then revise their writing to ensure that their narrative uses effective narrative techniques, concrete details, and a natural order of events. Students edit their writing to ensure their narrative follows writing conventions, uses correct grammar, and contains proper spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to support fourth grade students with narrative writing. During the revising and editing process, the teacher and peers guide students to consider the task, purpose and audience of the piece. Guiding questions for this purpose might include "Does the order of this story make sense?" and "Do the details in my narrative make it more realistic?"

Writing Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Text Types, Purpose, and Publishing			
W.4.1	Write opinion pieces on topics or texts, supporting a **point of view** with **reasons** and information. a. Organize information and ideas around a **topic** to plan and prepare to write. b. 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.** c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising** and **editing**, with consideration to **task**, purpose, and audience.	See Writing Guide	**editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more. **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support

	STANDARD	CLARIFICATION	GLOSSARY
			for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.4.2	Write informative/explanatory texts to examine a **topic** and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include **formatting**, **illustrations**, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, **concrete details**, quotations, or other information and examples related to the topic. d. Link ideas within categories of information using words and **phrases.** e. Use precise language and **domain-specific vocabulary** to inform about or explain the topic.	See Writing Guide	**concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **formatting** – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.) **illustration** – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

STANDARD	CLARIFICATION	GLOSSARY
f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising** and **editing**, with consideration to **task**, **purpose**, and audience.		**phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or written about in a text, speech, etc.

	STANDARD	CLARIFICATION	GLOSSARY
W.4.3	Write narratives to develop real or imagined experiences or **events** using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a **topic** to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and **description** to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the **sequence of events**. e. Use concrete words and **phrases** and **sensory details** to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising** and **editing**, with consideration to **task**, **purpose**, and audience.	See Writing Guide	**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **event** – a thing that happens; an occurrence **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **sensory language/details** – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses **sequence/sequence of events** – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

	STANDARD	CLARIFICATION	GLOSSARY
			strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.4.4	With some guidance and support from adults, use **digital tools** and resources to produce and **publish** writing as well as to **interact** and collaborate with others; demonstrate sufficient command of word processing skills.	Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective word processing skills. The teacher provides limited support and guidance. *In the Classroom:* The teacher shows students how to utilize online blogging websites or word processing programs to draft written pieces. The teacher models how to add comments. Students draft their pieces and collaborate with peers by adding comments. The teacher models how to embed images, add titles, change fonts, etc. in a word processing document. Students choose one-two of the modeled skills to practice as they create their writing assignments.	**digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. **interact** – to act in such a manner as to influence another **publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Research			
W.4.5	Conduct short research projects that build knowledge through investigation of different aspects of a **topic**.	Students investigate a topic through completing a short research project that builds knowledge about various features or angles of the topic. *In the Classroom:* The teacher models how to identify a topic of interest to research, how to write research questions to guide the research, and how to collect information using a note-taking graphic organizer. Students identify their topics, write guiding questions, and use note-taking organizers to gather information and create the research projects. Students brainstorm different aspects of a studied topic. Students choose which aspect they would like to research. After the students research their chosen aspect, the teacher groups the students so that each member of the group has researched a different aspect of the topic. The students work together to combine their research into a project that thoroughly investigates different aspects of the topic.	**topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.4.6	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.	Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students take notes and sort the information into categories, as well as provide a list of sources used. *In the Classroom:* Students watch a video on a topic or go on a virtual field trip and take notes on the experience. Students organize the notes into categories. The teacher models how to list sources used while researching. Students list sources they used during their writing, using a teacher provided template.	**digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.

GRADE 4

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication
1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Collaboration and Communication		
SL.4.1 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.	Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on fourth grade topics and texts. They communicate their own ideas and add to what others are saying. Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence). • Students know the rules for class discussions and take on meaningful roles by following those guidelines. • Students ask and answer specific questions to deepen understanding, clear up any confusion, and connect to others' comments. • Following a discussion, students review key ideas made during the discussion, explain their own ideas, and communicate their understanding of the topic. *In the Classroom:* The teacher creates sentence starters (e.g., "I would like to add to what _____ said about _____."; "I disagree with _____ because _____.") to guide students in preparation for discussion groups. Students complete graphic organizers that list the key ideas expressed and how their own ideas changed because of the discussion.	**key ideas –** most important thoughts addressed in a text or discussion **topic** – the subject or matter being discussed or written about in a text, speech, etc.
SL.4.2 **Paraphrase** portions of a text read aloud or information presented in diverse media and formats, including visually, **quantitatively**, and orally.	Students restate in their own words information from parts of a text that is read aloud or presented to them in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos).	**paraphrase** – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

	STANDARD	CLARIFICATION	GLOSSARY
		In the Classroom: The teacher models paraphrasing the information provided in a chart or a graph for students. Students work in pairs to restate the information in a different chart or graph. The teacher reads a short paragraph aloud and models strategies for paraphrasing the paragraph such as: **Rewording** – replacing words and phrases with synonyms when appropriate; **Rearranging** – rearranging words within sentences to make new sentences; **Realize** – that some words cannot be changed, but they can be presented in a different way; **Recheck** – check to make sure the paraphrase has the same meaning as the original text.	**quantitatively** – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively—in such a manner that allows something to be measured in terms of descriptive experience and reflection) .
SL.4.3	Identify the **reasons** and **evidence** a speaker provides to support particular points.	Students name the reasons and evidence a speaker uses to reinforce specific points. *In the Classroom:* Students watch a short video of someone giving a speech. The teacher gives students t-charts with two headings (e.g., "Important Points Made" and "Reasons and Evidence"). Students record the points made by the speaker and the evidence that support the points. Students share in whole group. Students watch and/or listen to a short speech. The first time, students record the "key points." The second time, they list the evidence the speaker provides for each key point.	**evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic

	STANDARD	CLARIFICATION	GLOSSARY
**Cluster: Presentation of Knowledge and Ideas**			
SL.4.4	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**; adjust speech as appropriate to **formal and informal discourse**.	Students present information, tell a story, or tell about an experience in a structured way. They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience. *In the Classroom:* Students report on a topic of their choice. They choose the main ideas they want to share and provide elaboration by adding facts and descriptive details that support the main points. The teacher asks students to recount an experience to a peer. The teacher then asks students how they would adjust their speech to recount the same experience if they were sharing it with the school's principal. The teacher records the students' ideas on the board and highlights the differences between the informal discourse they used with their peers and the more formal discourse listed on the board. The teacher then asks the students to recount the same experience again, using the formal discourse listed on the board.	**formal discourse** – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue **informal discourse** – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English **main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning **recount** – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message **topic** – the subject or matter being discussed or written about in a text, speech, etc.

	STANDARD	CLARIFICATION	GLOSSARY
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of **main ideas** or **themes.**	Students include audio recordings and visuals to their presentations to strengthen the development of main ideas and themes. *In the Classroom:* As a whole class, the teacher and students establish guidelines for the use of visual data (e.g., charts, graphs) within a presentation. Students apply those guidelines to their presentations. Students select the main ideas or themes from their presentations and practice adding music, sound effects, pictures, and images that enhance the development of the main idea/themes. Students practice their presentations with partners before presenting to the class.	**main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message

GRADE 4

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language
3. 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.

Vocabulary Acquisition and Use
4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

K-5 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?

The skills are arranged by grade band to allow for two years of practice and eventual mastery.
- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum. In the lower grade of the band, the teacher introduces and models new skills allowing students to practice with teacher guidance. In the higher grade(s) of the band, the teacher provides students with opportunities to independently practice these skills, use the skills with increasingly complex text, and apply the skills to their writing and speaking.

How do I know where my students fall within the grade band?

Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band. One type of assessment might be a writing sample completed without assistance.

Formative assessments should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

How do I talk about the Language Continuums with colleagues?
Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs
- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as those who need enrichment.

Vertical PLCs
- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the previous grade band in the Language Continuums to determine which skills have been introduced.
- Look at the previous grade band in the Language Continuums to determine which skills are being introduced for the first time.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences	• Ensure subject/verb agreement	• Continue to ensure subject/verb agreement	• Continue to ensure subject/verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, and possessive nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns	• Use abstract nouns (such as *courage*) • Continue to use regular and irregular plural nouns		
Verbs	• Form frequently occurring verbs • Convey sense of time	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense	• Form and use progressive verb tenses • Use modal auxiliaries (such as *may* or *must*) • Continue to form and use the perfect verb tenses • Convey sense of various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense	• Explain the function of verbals (such as *gerunds* or *participles*) • Form and use verbs in active & passive voice • Form and use indicative, imperative, interrogative, conditional moods • Recognize and correct inappropriate shifts in voice and mood • Form and use transitive/intransitive verbs	
Adjectives	• Use frequently occurring adjectives	• Explain the function of adjectives • Accurately choose which to use—adjective or adverb	• Form and use comparative and superlative adjectives and accurately choose which to use—adjective or adverb • Order adjectives within sentences according to conventional patterns	• Form and use compound adjectives	

Grade 4 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	• Use frequently occurring conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions	• Continue to use coordinating and subordinating conjunctions • Use correlative conjunctions (such as *either/or*)		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		• Accurately choose which to use—adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs	• Form and use comparative and superlative adverbs • Use relative adverbs	• Use adverbs that modify adjectives • Use adverbs that modify adverbs	
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words	• Produce, expand, and rearrange simple and compound sentences	• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange simple, compound, and complex sentences	• Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Prepositions	• Use frequently occurring prepositions	• Explain the function of prepositions	• Form and use prepositional phrases		
Pronouns	• Use personal, possessive, and indefinite pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns	• Ensure pronoun-antecedent agreement • Use relative pronouns	• Ensure that pronouns are in the proper case (*subjective, objective, possessive*) • Use intensive pronouns • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns	

Grade 4 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
				• Continue to ensure pronoun-antecedent agreement • Recognize and apply the nominative case and objective case	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Determiners	• Use determiners	• Correctly use *a, an,* and *the*			
Commonly Confused Words		• Correctly use common homophones	• Correctly use frequently confused words (such as *to, two, too*)	• Continue to correctly use frequently confused words	
Interjections		• Explain the function of and use interjections	• Continue to use interjections		
Phrases and Clauses			• Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses	• Explain the function of phrases and clauses in general and their function in specific sentences • Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers • Form and use indirect/direct objects	
Usage				• Recognize variations from standard English in their own and others' writing and speaking • Identify and use strategies to improve expression in conventional language	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **4-5 grammar continuum**.

**Mastery:** _Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher._

4-5 Skill	How to Introduce and Model	How to Build
Subject/Verb Agreement		
Continue to ensure subject/verb agreement	The teacher reviews subject/verb agreement by providing sentences. Students identify the sentences that model correct subject/verb agreement. Students correct the sentences that do not have subject/verb agreement. The teacher writes several sentences with missing verbs and several with missing subjects. Students complete each sentence using correct subject/verb agreement.	To build understanding of subject/verb agreement, the teacher introduces more complex examples such as ensuring agreement with compound subjects (*Sugar and Flour*), indefinite pronouns *(each, both)* and collective nouns (*around*). The students create examples of each. Students identify and form sentences with compound subjects using correct subject/verb agreement (i.e. *John and Amy played basketball last night.*). Students identify and form sentences that use *or/nor* within the subject and have correct subject/verb agreement (i.e. *Either John or Amy is playing basketball today.*). Students create a visual representation of subject/verb agreement. They find pictures of nouns/verbs and create sentences or stories.
Nouns		
Use abstract nouns (such as courage)	The teacher introduces abstract nouns by providing a list of nouns. Students evaluate whether each noun can be experienced with one or more of the senses. Students identify those that cannot be experienced with the senses as abstract nouns. The teacher lists several nouns. Students create charts that list the five senses and determine which of the provided nouns fits in	The teacher helps build knowledge of abstract nouns by providing a list of nouns, and students identify which ones are abstract, providing reasons for their identification. The teacher helps build knowledge of abstract nouns by providing a list of suffixes that are common in abstract nouns (i.e. –tion, -hood, -ness, -ance, -ence, -ship, -ment). Students use these suffixes to help determine

4-5 Skill	How to Introduce and Model	How to Build
	each column. The remaining nouns are placed in an abstract noun chart, and students write sentences using each abstract noun.	whether a noun is abstract. Students use abstract nouns with suffixes in dialogues with partners. Students select an abstract noun, such as hope or courage, and create a visual that represents that abstract noun.
Continue to use regular and irregular plural nouns	The teacher reviews regular and irregular plural nouns by providing a list of singular nouns and then working with students to list the plural forms. Students recall standard plural rules (i.e. adding –s; adding –es) and apply them in their writing. The teacher writes singular and plural nouns on cards, and students are each given one. Students play "I have…Who has?", receiving new cards each round.	The teacher helps build knowledge of regular and irregular nouns by providing a list of nouns that take on irregular spellings when made plural. Students work with the teacher to determine irregular plural rules and apply them (i.e. consonant + y = change the y to i and add –es; vowel + y = add s; o = add –es; change f to v and add –es). The teacher creates a list of regular and irregular plural nouns and gives students only the singular forms. Students create foldables by writing the singular form on short sentence strips. They fold the strip over to cover the singular form at the point the change is made to turn it into a plural noun. Students create the plural form on the folder portion of the strip. Students use the words in sentences.
Verbs		
Form and use progressive verb tenses	The teacher explains that the progressive verb tense is used to show action in progress at some point in time. There is: present progressive (*I am walking*), past progressive (*I was walking*), future progressive (*I will be walking*). The teacher explains that progressive verbs use a form of "to be" along with an "ing" verb. Students write sentences using progressive verbs. *I <u>am walking</u> to the ball game.*	Students identify and form sentences correctly using past, present, and future progressive verb tenses in a paragraph about an event. Students work in pairs. Each student writes a sentence about his/ her week. One student uses past progressive tense, and the other uses future progressive. They trade sentences and revise the sentence from past to future or future to past. Students work in pairs. They interview each other about their favorite sports event, vacation, or weekend trip. They write up the interviews, using examples of all three progressive verb tenses.

4-5 Skill	How to Introduce and Model	How to Build
Use modal auxiliaries (such as *may* or *must*)	The teacher introduces modal auxiliaries (i.e. *may*/*might*, *must*, *can*/*could*, *shall*/*should*, *will*/*would*) and discusses the function of modalities (i.e. *to show necessity, ability, willingness, possibility*). Students begin to identify correct modal choice based upon function (i.e. *May/Can I go to the movie*?). The teacher provides students with several sentences. Students identify modal auxiliary phrases and discuss the function for each modal.	Students begin to identify and differentiate between past, present, and future modals as well as which ones show necessity, ability, willingness, or possibility. The teacher writes the functions *necessity*, *ability*, *willingness*, and *possibility* multiple times on small cards. Students take turns selecting function cards and creating sentences with modal verbs that correctly reflect that function. The teacher provides students with several sentences that are missing the modal verb. Students complete the sentences and give justification for their choice.
Continue to form and use the perfect verb tenses	The teacher introduces past, present, and future perfect verb tenses and models how to use each tense. Students recognize verbs used in the perfect tense (i.e. *have, has, had*) and understand the function of perfect verb tense. The teacher provides sentences with missing verbs, and students correctly complete each sentence with a perfect verb phrase. Students create sentences using the perfect verb tense.	The teacher builds knowledge of the prefect verb tense by introducing past, present, and future perfect progressive verb tenses. Students recognize verbs used in the perfect progressive tense (i.e. *have/had/has been*) and understand the function of the perfect progressive tense. Students recognize the difference between perfect and perfect progressive verbs and their functions. The teacher writes numerous activities on index cards. Students draw one activity and create sentences for each perfect verb tense that includes their chosen activities.
Convey sense of various times, sequences, states, and conditions	The teacher introduces time and sequence verbs and models how to correctly use them. Students recognize that different tenses of verbs indicate times and sequences. The teacher provides sentences using verbs that show sequence. Students underline the verb phrases and then create a timeline based upon these sentences.	The teacher builds knowledge by reviewing verbs that show states and conditions. Students create sentences with stative verbs (i.e. *those that show feeling, thought, sense, possession*) and conditional verbs (*would have succeeded*) that express something that might happen. The teacher writes numerous verbs that show states on index cards. Students use cards to play charades. Once a student guesses the correct verb, he/she must identify whether it shows feeling, thought, sense, or possession.

4-5 Skill	How to Introduce and Model	How to Build
	The teacher introduces verbs that convey a state or condition. He/she explains that these verbs express a state rather than an action. *Candice feels sick today.* Conditional verbs help express something that might happen if a particular condition is met. "If" is often used. *She could have won if she had practiced more.* Students work with partners to create sentences using verbs that convey states and sentences with verbs that convey conditions.	The teacher provides students with a list of unlikely future events. Students use this list to create sentences with conditional verbs. The teacher builds the use of verb tense to convey various times and sequences by having student partners write about events in history and use verbs that convey time and sequence. The teacher helps students find time, sequence, state, and condition verbs in standard classroom texts.
Recognize and correct inappropriate shifts in verb tense	The teacher introduces incorrect shifts in verb tense by explaining that verbs in a sentence or paragraph should be in the same tense. Shifting between verb tenses can confuse readers. The teacher writes many correct and incorrect examples of verb tense shifts. Each student is given one example. The teacher places a line down the center of the room. One side is labeled *correct*, while the other side is labeled *incorrect*. Students go to the appropriate side of the room based upon their sentences. Students take turns sharing their sentences and explaining their reasoning for choosing which side of the room to stand on. The teacher provides students with a list of sentences containing verb shifts. Students identify which ones are incorrect and alter the sentences in order to show correct shifts.	The teacher helps build knowledge of inappropriate verb shifts by providing sentences that show verb shifts. Students recognize incorrect shifts and correct these sentences, articulating the reasons behind the corrections. Each student writes a sentence containing a verb tense shift and then places it in a basket. Taking turns, each student pulls one sentence out of the basket and reads it. He/she then states whether it shows an appropriate verb shift. If the sentence is incorrect, the student states the reason for this and provides a correct example. Students review their writing for inappropriate shifts in verb tense and correct them as needed.

4-5 Skill	How to Introduce and Model	How to Build
Adjectives		
Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb	The teacher introduces regular comparative and superlative adjectives, as well as the rules for forming them, and models how to use them in sentences. The teacher explains that comparative adjectives compare differences between two objects, people, places or ideas, and superlative adjectives are used when a subject is compared to more than two or a group. Adjectives modify nouns. Example: tall, comparative – taller; (The redwood tree is taller than the spruce tree). superlative – tallest. (The redwood tree is the tallest in the yard). The teacher provides students with a list of nouns. Students write sentences about the nouns, using comparative and superlative adjectives. Then, students illustrate the sentences to show the comparison. Example: sister — Students might write: My sister is tall. My sister is taller than me. My sister is the tallest of all the siblings in my family. The teacher introduces adverbs, as well as the rules for forming them, and models how to use them in sentences. The teacher explains that adverbs may end in -ly, but not all. Adverbs answer the questions how, when, where and why about a verb. The teacher provides students with a simple sentence. Students add an adverb to the sentence, then form the comparative and superlative of the adverb to complete the sentence. Example: Simple sentence: John works quietly. Comparative: John works more quietly than his friend. Superlative: John works the most quietly of all his friends.	The teacher helps build knowledge of comparative and superlative adjectives and adverbs by introducing irregular comparative and superlative adjectives and adverbs. The teacher and students co-construct a chart that provides examples for each. The teacher presents a survey to the class (i.e. age, number of siblings, bed time, pets) and students answer survey questions. The teacher and students tally the survey, and students use the results to write sentences that contain comparative and superlative adjectives and adverbs. Students highlight the modifying word. The teacher projects and reads aloud tall tales that contain comparative and superlative adjectives. Students choose characters from the tall tales to make comparative and superlative sentences about them. Examples of tall tales: "*Pecos Bill*", and "*I Love You the Purplest.*"

4-5 Skill	How to Introduce and Model	How to Build
	To choose which to use – adjective or adverb: The teacher projects examples of sentences with either the verb underlined or the noun underlined. The teacher instructs students to modify the word that has been underlined by choosing either an adjective or an adverb to complete the sentences.	
Order adjectives within sentences according to conventional patterns	The teacher introduces the correct order for denoting attributes [quantity/number; quality/opinion; size; age; shape; color; proper adjective (nationality, origin, or material); qualifier/purpose] and models how to write phrases and sentences that contain one-two adjectives. Students identify which sentences are correct and help fix ones that are incorrect. The teacher explains that sometimes you might use more than one or two adjectives to describe a noun. It is important to put the adjectives in the correct determined order: 1. Opinion (*ugly*) 2. Size (*big*) 3. Age (*old*) 4. Shape (*round*) 5. Color (*blue*) 6. Origin (*American*) 7. Material (*cotton*) 8. Purpose (*sewing – like in sewing machine*) The teacher models ordering adjectives as she describes objects in the room. Students practice ordering adjectives as they describe outside objects. The teacher provides students with a variety of sentences containing one or two adjectives. Students determine which sentences correctly describe the nouns and are in the proper order. Students fix sentences that are incorrect.	The teacher helps build knowledge of adjective order by introducing a list of adjective phrases. Students identify correct phrases and fix those that are incorrect. Students select two or more adjectives that correctly describe a noun and place those in a sentence in a way that follows standard grammatical ordering. The teacher shows several images to students. Students use those images to create sentences that include two or more adjectives ordered correctly.

4-5 Skill	How to Introduce and Model	How to Build
Conjunctions		
Continue to use coordinating and subordinating conjunctions	The teacher reviews coordinating conjunctions (**f**or, **a**nd, **n**or, **b**ut, **o**r, **y**et, **s**o - "FANBOYS"), as well as the rules for using them, and models how to make compound sentences. Students form compound sentences using independent clauses and coordinating conjunctions. The teacher helps build knowledge of conjunctions by introducing subordinating conjunctions, as well as the rules for using them, and models how to make complex sentences. Students form complex sentences using independent clauses and subordinating conjunctions.	The teacher helps build knowledge of coordinating and subordinating conjunctions by modeling how to build compound and complex sentences using conjunctions. Students review their writing and expand simple sentences into compound or complex sentences using coordinating and subordinating conjunctions. Working in pairs and using a list of independent clauses, students build compound and complex sentences using coordinating and subordinating conjunctions. The teacher writes numerous independent clauses on sentence strips and different subordinating conjunctions on index cards. Students work together to join the clauses by using appropriate subordinating conjunctions. Students write the completed compound sentences on paper.
Use correlative conjunctions (such as *either/or*)	The teacher introduces simple correlative conjunctions and explains that they work as pairs: (i.e. *either/or, neither/nor, both/and, not/but*). The teacher explains that the two elements the correlative conjunctions connect are similar in length and grammatical structure (i.e., *nouns are correlative to nouns, adjectives to adjectives*). Examples: *Both soccer and baseball are popular in my town. There are not three, but four students who want to attend the performance.* Students form compound sentences using correlative conjunctions. The teacher writes numerous sentences using correlative conjunctions on sentence strips. The teacher cuts apart sentences so that the clauses and correlative conjunctions are separate.	The teacher helps build knowledge of conjunctions by introducing more complex correlative conjunctions (i.e. *not only/but also, no sooner/than*), as well as the rules for using them, and models how to use them in sentences. Students form sentences using correlative conjunctions. The teacher lists topics for discussion on the board (i.e. *food, pets, sports*). Students discuss the topics with partners. Once the discussions are complete, partners work together to write sentences containing correlative conjunctions, using the information from the discussions.

4-5 Skill	How to Introduce and Model	How to Build
	Students work in groups to correctly put sentences back together. Students write completed sentences on paper.	
Adverbs		
Form and use comparative and superlative adverbs	The teacher defines comparative and superlative adverbs by using examples. Comparative adverbs compare two or more things (i.e. harder, better, more easily). Superlative adverbs compare three or more things (i.e. hardest, worst, most easily). The teacher models and provides examples of rules and forms of comparative and superlative adverbs (i.e. some two syllable adverbs that end in "y" will require you to change the "y" to "i" and add "er" when using the comparative form or add "est" when using the superlative form). Students work with partners to create a chart of adverbs, followed by the comparative and superlative forms of the adverb. Together, they compose sentences using the words.	The teacher helps students build knowledge of forming and using comparative and superlative adverbs by providing independent or small group practice that differentiates between the use of regular and irregular comparative and superlative adverbs. The student may be given an adverb such as "quietly." The student will need to form a comparative adverb such as "more quietly" and a superlative adverb such as "most quietly." The student will need to use each of these correctly in sentences. The teacher helps students build knowledge of forming and using comparative and superlative adverbs by encouraging students to take turns identifying adverbs in sentences that the teacher provides. The teacher helps students build knowledge of forming and using comparative and superlative adverbs by having the students write sentences about a sporting event and describe the action using comparative and superlative adverbs.
Use relative adverbs	The teacher introduces the relative adverbs when, where, and why and models how these adverbs introduce relative clauses. The teacher differentiates between the three adverbs of where, when, and why by using examples. *The desk where I sat last year, is gone.* *I can remember a time when I was shorter than you.* *Tell us why you missed the party.* Students create sentences with partners using relative adverbs. One student begins the sentence, and the other completes it.	The teacher helps students build knowledge of using relative adverbs by providing two or more sentences or clauses and having the students combine them using relative adverbs. *I remember the day.* *It was the day I first met Sam.* *I remember the day when I first met Sam.*

4-5 Skill	How to Introduce and Model	How to Build
Sentences		
Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences	The teacher introduces the parts of a sentence (subject and predicate). Students identify the parts of a sentence as being the subject or predicate. The teacher identifies sentence fragments and run-on sentences in a text. The teacher models by sharing strategies to correct sentences (reading the sentence, questioning if the sentence has a subject and a predicate).	The teacher helps students build knowledge of producing complete sentences while recognizing and correcting inappropriate fragments and run-on sentences by providing examples of sentences. The students use their fingers (one finger for subject and two fingers for predicate) to identify the part of the sentence that the teacher points to. The teacher provides one part of a sentence (subject or predicate) and students complete the sentence by writing the missing piece. The teacher writes sentences on the board, modeling how experienced writers write and correct sentence fragments and run-on sentences. Students review and correct their writing.
Produce, expand, and rearrange simple, compound, and complex sentences	The teacher reviews how to add words to a simple sentence to expand it. He/she demonstrates how to create a compound sentence and a complex sentence from the simple sentence. The teacher differentiates between simple sentences (a sentence with a single independent clause), compound sentences (two independent clauses combined by a conjunction), and complex sentences (an independent clause joined by one or more dependent clauses) by giving the students definitions and examples. The teacher also models identifying the different kinds of sentences. The teacher models how to rearrange and expand sentences. Students practice expanding and rearranging sentences with partners.	The teacher helps students build knowledge of producing, expanding, and rearranging simple, compound, and complex sentences by sharing examples of different sentences that may be simple, compound, or complex, and displaying examples for students. Students work with partners. One student writes an independent clause. The second student draws a coordinating conjunction from a container and uses it, along with another independent clause, to complete the compound sentence. Students work with partners. Each pair has a deck of index cards with an independent clause on each one. A student draws a card and creates a complex sentence by adding one or more dependent clauses.

4-5 Skill	How to Introduce and Model	How to Build
Prepositions		
Form and use prepositional phrases	The teacher introduces students to prepositional phrases, the questions prepositional phrases can answer, what they do in a sentence, and what information they give. Students complete graphic organizers about prepositional phrase uses. Students take turns choosing a preposition from a list generated by the class and create or act out a prepositional phrase.	The teacher helps students build knowledge of forming and using prepositional phrases by identifying prepositional phrases in a mentor text. The teacher helps students build knowledge of forming and using prepositional phrases asking questions. For example, "*Where is the pencil sharpener in the classroom?*" Students reply using a prepositional phrase. Students recall a routine that they complete (coming to school, going shopping, eating dinner, etc.). The students orally say their routines and then write the steps. Students include prepositional phrases in their writing.
Pronouns		
Ensure pronoun-antecedent agreement	The teacher introduces/reviews pronouns and their purpose to replace nouns and make sentences less repetitive and bulky. The teacher defines antecedent and explains that the pronoun must agree with its antecedent in gender and number. The teacher models identifying and connecting antecedents to the relating pronouns by reading aloud sentences identifying the pronouns and corresponding antecedents. Students provide thumbs up or down about the agreement.	The teacher helps students build knowledge of pronoun-antecedent agreement by modeling and providing examples for the students to review for pronoun and antecedent agreement. The teacher helps students build knowledge of ensuring pronoun-antecedent agreement by having the students use rough drafts they are currently working on to identify and check agreement between pronouns and their antecedents.
Use relative pronouns	The teacher introduces the five relative pronouns (that, which, who, whom, and whose). He/she explains: who, whom, whose – refers only to people or pets mentioned by name; that – refers to objects and sometimes people; which – refers to objects.	The teacher reviews the five relative pronouns. The teacher provides sentences with the relative pronoun missing, and students decide which relative pronoun correctly completes the sentence. *Marcus, _____ is a very fast runner, plays first base.*

4-5 Skill	How to Introduce and Model	How to Build
	The teacher provides sentences that are missing the relative pronouns, and the students use the list to complete them. For example: *The bike _____ belongs to Fred is fast.*	The teacher explains that relative pronouns show a relationship between a noun and a clause. The clause provides descriptive information about the noun. Share an example: *Broccoli, which is my favorite vegetable, tastes best with cheese.* Which is the relative pronoun? The clause, <u>which is my favorite vegetable</u>, provides more information. Students practice writing sentences using relative pronouns correctly.
Commonly Confused Words		
Correctly use frequently confused words (such as *to, two, too*)	The teacher introduces words that are commonly confused such as to, two, and too and models the correct use of each word. The teacher uses a poster or visual to support students in distinguishing between the different words. Student practice writing sentences using the words correctly. Students collect words in a "word journal" and use pictures to help them remember the differences.	The teacher helps students build knowledge of correctly using confused words by modeling forming or using sentences that use more than one. The students create sentences that use pairs of often-confused words correctly. Examples: *The bee wanted to be on the flower.* *No, I don't know everything.* The teacher provides a list containing pairs of often-confused words. Students work with partners to write sentences correctly using these words. One student will write a sentence using one of the words correctly. The partner will write a sentence using the second word correctly.
Interjections		
Continue to use interjections	The teacher reviews interjections (a word used to express strong feelings such as a sudden emotion: "*Wow*"). Working with partners, students create a list of interjections.	The teacher helps students build knowledge in using interjections by providing sentences and asking students to add interjections. Students review their writing for places they could appropriately insert interjections.

4-5 Skill	How to Introduce and Model	How to Build
Phrases and Clauses		
Explain the function of phrases and clauses	The teacher introduces phrases and clauses. A clause contains both a subject and a verb. A phrase is a group of words that does not have a subject/verb combination. The teacher models by brainstorming phrases and clauses. Students contribute to the list. The teacher uses a mentor text to show examples in context.	The teacher provides definitions and examples of independent and dependent clauses, as well as adjective and noun clauses. As a class, students create a poster that explains the function of all four. The teacher explains the function of phrases and clauses – they are the building blocks of sentences. The teacher demonstrates using sentence strip "blocks." Students "build" sentences using phrases and clauses the teacher has provided.

Recognize independent and dependent phrases and clauses	The teacher introduces dependent clauses and independent clauses by explaining that all sentences are made up of one or more clauses. Clauses can be dependent or independent.
	
	Independent clauses express a complete thought. They have a subject and a verb They can stand alone as a sentence.
	    John fixed my bike.
	Students brainstorm other examples.
	
	Phrases do not have a subject and a verb. Phrases are not complete sentences but groups of words that add additional information and bring meaning to a sentence. The teacher provides an example, such as "*broken into a thousand pieces.*" Students brainstorm other examples.
	
	Dependent clauses do not express a complete thought. They cannot stand alone as a sentence. They begin with words like: after, before, if, since, when, because.
	    When I get home, I am going to have a snack.
	    Marty won't be going *because she got sick.*
	Students brainstorm other examples.
		The teacher helps students build knowledge of recognizing independent and dependent clauses by guiding the students to produce examples of sentences with independent and dependent clauses. Students review their writing and highlight independent clauses in one color and dependent clauses in another. Students recognize and underline phrases in their writing that need additional information to make the sentences complete.
		
		The teacher projects and reads aloud a mentor text. Students raise their hands when they see/hear a dependent clause. The teacher asks a student to come to the smartboard/board and underline the dependent clause.

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	• Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization	• Capitalize appropriate words in titles • Continue to use correct capitalization		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	• Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue	• Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works	• Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions	

Grade 4 ELA Standards, Clarifications and Glossary

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	• Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as *word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts*) when writing words	• Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly	• Consistently apply conventional rules to spell words correctly	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		• Consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	

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CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **4-5 conventions continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.

4-5 Skill	How to Introduce and Model	How to Build
Capitalization		
Capitalize appropriate words in titles	The teacher introduces titles and explains that "titles" include the names of books, articles, musical compositions, paintings, etc. Using a text, such as a newspaper, have students identify all the titles they can find. Examine and discuss what the titles have in common and which words are always capitalized. Point out that the first and last words of the titles are always capitalized. Examine which words are not capitalized. Words such as a, the, for, an, and, with, from, by, of, etc. are not capitalized because they are not needed to understand the meaning. The remaining words contribute to the meaning of the text and are capitalized.	Students create "rule" posters/charts for capitalizing titles. Students write about their favorite books, TV shows, or movies and correctly capitalize titles. They exchange with peers.
Continue to use correct capitalization	The teacher reviews capitalization by reminding students to use a capital letter at the beginning of sentences and to capitalize proper nouns using examples from grade appropriate text.	Students review their writing for capitalization. Is the first word of each sentence capitalized? Are the proper nouns capitalized? Students make corrections as needed.

Grade 4 ELA Standards, Clarifications and Glossary

4-5 Skill	How to Introduce and Model	How to Build
Punctuation		
Use punctuation to separate items in a series	The teacher introduces use of commas to separate items in a series. The teacher models using commas to separate items in a list of three or more items. Brainstorm with students when we create lists (shopping, to do) and explain that when we are writing a sentence with a list, commas must be used correctly to separate the items. Create a list with students. An example might be, "Our favorite school lunches are…" Model taking the list and turning it into a sentence with correct punctuation.	The teacher helps students build this skill by using sentence strips. The teacher creates a sentence with a list of three items and commas. Cut the strip so there is a word or punctuation mark on each strip. Students will put the words and punctuation marks together correctly. Provide students with item lists and have them write sentences using the lists. Have students respond to questions creating their own lists. An example might be, "What three items would you pack for an overnight trip?"
Continue to use commas in addresses	The teacher reviews the use of commas in addresses by sharing examples with students that show the correct use. The teacher explains how to separate each item in an address with a comma when including it in a sentence. House numbers and street names are not separated by commas, nor are states and zip codes. When addressing an envelope, a comma is only used between the city and state. For example: John Smith 328 Post Avenue Raleigh, North Carolina 10010	The teacher builds using commas in addresses by asking students to write their address in complete sentences on notecards, omitting the commas. (Example: I live on 123 Park Street Aspen Colorado 00011.) Students trade notecards with peers and add the commas in the correct places. Notecards are returned to original owners, and addresses are reviewed for accuracy.
Continue to use commas in dialogue	The teacher reviews comma uses in dialog using a mentor text. Together they write a how-to for comma usage in dialogue. Students apply to their own writing.	The teacher helps students build their understanding of punctuation of dialogue by creating a comic strip. Students include dialogue using appropriate punctuation.
Continue to use quotation marks in dialogue	The teacher reviews that quotation marks should be used before and after a character's words in a dialogue. Using a mentor text, a teacher shows how quotation marks are used.	Students work in pairs and have a written "chat" with their partners. They ask each other written questions and reply in writing using quotation marks correctly.

4-5 Skill	How to Introduce and Model	How to Build
Use a comma before a coordinating conjunction in a compound sentence	The teacher introduces using a comma before a coordinating conjunction in a compound sentence by explaining that a coordinating conjunction is a part of speech that connects two independent clauses into a compound sentence. Coordinating conjunctions include for, and, nor, but, or, yet, and so. Students can use the acronym "fanboys" to remember the conjunctions. A comma is placed after the first independent clause and before the coordinating conjunction. Students practice putting together two independent clauses using a conjunction and correct punctuation.	The teacher helps students build this skill by using sentence strips and providing small groups with each of the following: an independent clause, a conjunction, a comma, and a period. Students put the compound sentences together using the strips and then write the final sentences. The teacher can use multiple sentences so that groups can switch strips and complete multiple examples. Students revise their writing to include compound sentences with a coordinating conjunction.
Use commas and quotations to mark direct speech and quotations from a text	The teacher introduces the use of commas and quotations to mark direct quotations by explaining that students may choose to include information quoted directly from another source in their writing. Quotation marks should be used to identify quotations from another text. Students are given a question from a text they are currently reading. The teacher models how to use a direct quote from the text in their answer by placing a comma and quotation marks to set off the quotation.	The teacher helps students build this skill by selecting a famous individual and choosing one or two quotes from the individual. (You can provide a list of appropriate quotes.) Students write a paragraph about the individual, including the quotes and using correct comma placement. Students answer text dependent questions using direct quotations from the material.
Use a comma to separate an introductory element from the rest of a sentence	The teacher introduces using commas to separate an introductory element from the main clause of a sentence by explaining that introductory elements can include words, a phrase, or a clause that appear before the main clause. These elements are included to assist the reader in making sense of or understanding what the sentence is about. Create an anchor chart of possible introductory elements using a comma after each.	The teacher helps students build their understanding of comma usage by providing students with an introductory element, and then they complete the sentence, placing a comma correctly after the introductory element. Students create their own introductory elements and write them on paper. Each student passes his/her paper to the next student who adds a comma and completes the sentence. Next, students begin a new sentence with an introductory element to pass on etc.

4-5 Skill	How to Introduce and Model	How to Build
Use a comma to set off the words yes and no	The teacher introduces how a comma is used to set off the words yes and no from the rest of a sentence. Model by providing a list of yes or no questions and answering them in complete sentences that begin with yes or no. Example: Question-Did you finish your homework? Answer-**Yes,** I did finish my homework.	The teacher helps students build this skill by using text dependent questions that require yes/no responses followed by an explanation. Students give their questions to other students to answer using yes or no and using commas to punctuate the sentence correctly.
Use a comma to set off a tag question from the rest of the sentence	The teacher introduces tag questions by explaining that a tag question is a short question added to the end of a sentence following a statement. It usually asks for clarification. A comma is placed between the statement and the question, which is followed by a question mark. Model by providing examples of an affirmative statement and negative tag. "He is going, isn't he?" Model by providing examples of a negative statement and affirmative tag. "She's not staying, is she?"	The teacher helps students build their understanding of when to use a comma with a tag question by giving students sentence starters and allowing them to complete the sentence with a tag question. Students will provide a sentence starter. "Sam is attending the party…" The next student will complete the sentence with a comma and a tag question. "Sam is attending the party, isn't he?"
Use a comma to indicate a direct address	The teacher reviews how to use a comma to set off a name or pronoun, whether it comes at the beginning, middle, or end of the sentence, when a sentence directly addresses the readers. The teacher presents a piece of text that includes dialogue. Together, the teacher and students underline any instance where a direct address is used, and then they circle the comma placement. Model writing a sentence with a direct address. First, have the students write a question for a famous individual. Take their questions and rewrite them using a direct address. Example: Student Question: What was it like being president during the Civil War?	Build this skill by instructing students to write a set of questions or directions for their classmates in order to accomplish a task. For example, the task might be writing the date on the board. Instead of telling their classmates what steps to take, they will need to write them and include a direct address. Example: Billy, pick up the pen off the teacher's desk. Sadie, take the pencil from Billy and hand it to Sam. Sam, write the date on the whiteboard.

4-5 Skill	How to Introduce and Model	How to Build
	Rewritten with a direct address: President Lincoln, what was it like being president during the Civil War?	
Use underlining, quotation marks, or italics to indicate titles of works	The teacher introduces how titles of works are identified in writing by explaining that when referencing titles in writing, students use quotation marks to identify titles that represent only a portion of a completed work (newspaper article, magazine article). Italics and underlining are used to identify the title of a complete work (book, magazine, newspaper, movie). It is generally accepted that if the writing is in a digital format, the title will be italicized, and if it is handwritten, the title will be underlined. Students list examples of titles. Use examples to create an anchor chart in a tree map. Title the tree map *"Titles"* and together create a list of the types of titles that need to be put in quotations and the ones that are italicized or underlined.	The teacher helps students build this skill by giving students a list of titles. Students sort titles into "Needs Quotation Marks" and "Needs Italics/Underlining."
Spelling		
Continue to use conventional spelling for high frequency words and other studied words	The teacher reviews high frequency words and how to use words with similar patterns, word families, spelling patterns, and syllable patterns to identify and spell the high frequency words. Use a word wall or anchor charts to provide a reference for students. Allow students to identify high frequency words in their texts (informational and literature). Allow students to revise and correct spelling in their writing. Review spelling rules that apply to specific words.	The teacher helps students build the ability to spell high frequency words by continuous review of spelling patterns, word families, and syllable patterns. Use a spelling journal throughout the year to categorize words in different ways: alphabetical, spelling rules, etc. Include vocabulary, spelling words, "Words Like This One." Have students create spelling rule anchor charts.

4-5 Skill	How to Introduce and Model	How to Build
Continue to use conventional spelling for adding suffixes to base words	The teacher reviews suffixes including: -ing, -y, -ed, -s, and -es. Identify words using suffixes in reading and point out how the words end and how that affects the ending. • If the word ends in silent -e and the suffix begins with a vowel, drop the -e. • If the word ends with a consonant + y, change the -y to -i, except for suffixes that begin with -i. • If a word ends with -s, -x, -z, -ch, or -sh, add -es to make them plural. Provide examples and deconstruct them into base word and suffix. Students use these examples to write their own rules for adding suffixes.	The teacher helps students build their ability to use suffixes correctly by having students write their own rules for adding suffixes. The teacher provides examples using "word equations" for each rule. base word + suffix = new word Examples: teach + ing = teaching study + ing = studying
Continue to use spelling patterns and generalizations when writing words	The teacher reviews word families, spelling patterns, and syllable patterns. Model how to spell unknown words.	The teacher helps students build the ability to spell high frequency words by giving students the opportunity to categorize words in different ways: alphabetical, spelling rules, etc. Include vocabulary, spelling words, "Words Like This One." Students create spelling rules anchor charts.
Spell grade-appropriate words correctly	The teacher introduces grade-appropriate words in their texts and explains word families, spelling patterns, and syllable patterns to spell unfamiliar words.	The teacher helps students build their ability to spell high frequency words by providing them with opportunities to learn new words and use them in writing assignments.
Reference		
Continue to consult reference materials as needed to check and correct spellings	The teacher reviews use of the dictionary and digital resources to discover and correct spelling of grade-appropriate words and high frequency words. The teacher models how to use a dictionary or other online resources, as well as spell check, to correct a paragraph with intentionally misspelled words.	The teacher builds this skill by providing students with a paragraph with intentionally misspelled terms. Students locate the misspelled terms and correct them using reference materials. Students list the reference materials used.

Language Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Conventions of Standard English			
L.4.1	Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 4-5 grammar continuum.	See Language Grammar Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language. **grammar** – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc. **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success. **usage** – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions.
L.4.2	Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 4-5 conventions continuum.	See Language Conventions Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language. **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success. **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Knowledge of Language			
L.4.3	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** and situations where **informal discourse** is appropriate.	Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening. • Students choose words and phrases which clearly depict ideas. • Students choose punctuation that will have the greatest impact on the reader. • Students recognize when formal English is appropriate (presentations), or when informal discourse, such as small group discussion, is suitable. *In the Classroom:* In pairs, students brainstorm as many situations where formal and informal language are appropriate and record on a two-column chart. Students share out, and the teacher adds each pair's findings to a group chart that can be used for future reference. The teacher reads aloud various types of texts to draw attention to how authors use words and phrases to make meaning. Students explore their independent reading books for ways authors choose words and phrases to convey ideas or punctuation for effect. Students practice integrating words, phrases, and punctuation in their writing to add effect and demonstrate knowledge of language.	**formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary. **informal discourse** – dialogue between peers which is relaxed and uses a familiar register; generally such dialogue is not held to the standard and conventions of formal English **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")
Cluster: Vocabulary Acquisition and Use			
L.4.4	Determine and/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:	Students figure out and/or confirm the meaning of grade 4 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:	**context clues** – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

STANDARD	CLARIFICATION	GLOSSARY
context clues, word parts, **word relationships**, and **reference materials**.	• Context clues: Students use definitions, examples, or restatements in the text to determine the meaning of the word or phrase. • Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root "graph" means "written" or "drawn" in the words telegraph, photograph, autograph. • Word relationships: students show they understand new words by relating them to their antonyms and synonyms. • Reference materials: Students consult reference materials such as dictionaries, glossaries, thesauruses, in print and digital formats to verify how to pronounce a word and to determine the exact meaning of the words and phrases in context. *In the Classroom:* The teacher provides passages from a mentor text(s) to read and underline unknown words. Students choose strategies to determine the meaning of the underlined words from a class anchor chart. Once they have an idea of what the word means, students use reference materials to check the meaning. The teacher models using context clues (definitions, examples, or restatements) to determine the meaning of unfamiliar words or multiple meaning words in a grade 4 text. As the teacher reads aloud the projected text, she/he stops at unfamiliar words or phrases and discusses the meaning with the class. Students turn and talk to discuss the clues in the text which identify the meaning. Students are chosen to come to the board and highlight clues which help identify the meaning.	**multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant's **trunk** / car **trunk**) **reference materials** – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary **word relationship** – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)

	STANDARD	CLARIFICATION	GLOSSARY
L.4.5	Demonstrate understanding of **figurative language** and **nuances** in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common **idioms**, **adages**, and **proverbs**.	Students show they understand figurative language and subtle differences in word meanings. • Students determine the meaning of simple similes and metaphors from context. (e.g. as pretty as a picture). • Students identify and explain the meaning of familiar idioms, adages, and proverbs. *In the Classroom:* The teacher teaches different types of figurative language using a shared text. The teacher gives students copies of a shared text with examples of similes, metaphors, idioms, adages, or proverbs. Students highlight examples in the text and annotate in the margins what the figurative language means. Students share their annotations with partners. The teacher models how to identify and explain similes and metaphors by projecting text and highlighting similes or metaphors in the text. Students keep track of similes and metaphors found in independent reading texts on sticky notes or in their Reader's Notebooks. Students also explain the meanings within the context of the text.	**adage** – a traditional saying which expresses a generally observable truth about life (e.g., The early bird gets the worm.) **figurative language** – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.) **idiom** – a phrase or clause whose meaning is typically cultural and/or regional and cannot be determined by the literal meaning of the individual words used (e.g., on pins and needles – to feel anxious or nervous about something) **nuance** – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., **happy** compared to **giddy**) **proverb** – a short, pithy saying or expression that states a general life truth or piece of advice (e.g., Laughter is the best medicine.)
L.4.6	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 and that are basic to a particular **topic**.	Students learn and correctly use Tier 2 and Tier 3 words and phrases. They use words that indicate precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are essential to a specific subject (e.g., wildlife, conservation, and endangered when discussing animal preservation). *In the Classroom:* The teacher reads texts aloud that have exemplary examples of precise actions, emotions, and states of being. The teacher stops at those places in the text and adds them to a 3-column chart. Students use a piece of their writing and find three places where they can revise what they have written to include more precise actions,	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **topic** – the subject or matter being discussed or written about in a text, speech, etc.

STANDARD	CLARIFICATION	GLOSSARY
	emotions, and states of being. The teacher projects images that have various states of emotion. As the images are shown, students provide precise words that describe that emotion.	