Core Content Connectors

2021

4th Grade

English Language Arts

Montana Office of Public Instruction

High Academic Standards for Students

4th Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Montana Content Standards and the Learning Progression Frameworks (LPF). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Montana Content Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment. These standards reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (See IEFA; MCA 20-1-501 Article X; resources; and materials).

Reading Standards for Literature
- Proficiently and independently read a wide variety of grade-level appropriate literature
- Use key details to determine a theme of a text
- Use details from texts in order to make inferences, to make comparisons, and to connect ideas
- Refer to the text when asking or answering a question
- Explore the differences between poems, plays, and stories
- Determine the meaning of key words and phrases in a text
- Compare how similar ideas and themes are presented in texts from different cultures

Reading Standards for Informational Text
- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Determine how the structure and presentation helps to organize the ideas and details in the text
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare, contrast, and integrate information from multiple texts or sources
- Find the meaning of key vocabulary words in informational texts

- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade level informational text

Reading Standards: Foundational Skills
- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards
- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects that address different parts of a topic
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundations Standards
- Read and write cursive and manuscript

Speaking and Listening Standards
- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials
- Paraphrase information from a wide range of sources
- Orally report on a topic or text

Language Standards
- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

	Montana's English Language Arts Content Standards – 4th Grade
	Reading Standards for Literature
	Key Ideas and Details
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. **4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.** **4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.** **4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?)**
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text and include texts by and about American Indians. **4.RL.i3 Use evidence from the text to summarize a story, poem or drama.** **4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.**
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).** **4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.** **4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.**
	Craft and Structure
RL.4.4	Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. **4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.**
RL.4.5	Explain the overall structure and major differences between poetry, drama, and prose. **4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).** **4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).**
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 and include works by and about American Indians. **4.RL.m1 Determine the author's point of view (first- or third- person).** **4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**

		Integration of Knowledge and Ideas
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. **4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.** **4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.** **4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer**
RL.4.8		(Not applicable to literature) **Not applicable**
RL.4.9		Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians. **4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories myths, and traditional literature from different cultures.** **4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**
		Range of Reading and Level of Text Complexity
RL.4.10		By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. **4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text.**

	Montana's English Language Arts Content Standards – 4th Grade
	Reading Standards for Informational Text
	Key Ideas and Details
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. **4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly.** **4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.**
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text. **4.RI.i3 Determine the main idea of an informational text.** **4.RI.i4 Identify supporting details of an informational text.**
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 and include texts by and about American Indians. **No CCCs developed for this standard.**
	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. **4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.**
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. **4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).** **4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.** **4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.** **4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question.** **4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.**
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus, and the information provided. **4.RI.k1 Determine if information in a text is firsthand or secondhand.** **4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.**
	Integration of Knowledge and Ideas
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

	4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) to answer questions. 4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. 4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts. 4.RI.k5 Identify reasons that the author uses to support ideas in an informational text. 4.RI.n1 Identify facts that an author uses to support a specific point or opinion.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.HD.h2 Report out about two or more texts on the same self-selected topic. 4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.
	Range of Reading and Level of Text Complexity
RI.4.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. 4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.

		Montana's English Language Arts Content Standards – 4th Grade
		Reading Standards: Foundational Skills
		Phonics and Word Recognition
RF.4.3		Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. **4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.** **4.RWL.h2 Identify grade level words with accuracy and on successive attempts.** **4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.**
		Fluency
RF.4.4		Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings**. **4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).** **4.RWL.i1 Use context to confirm or self-correct word recognition.**

	Montana's English Language Arts Content Standards – 4th Grade
	Text Types and Purposes
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. **4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.** **4.WP.l1 Provide reasons which include facts and details that support a stated opinion.** **4.WP.m1 Create an organizational structure that lists reasons in a logical order.** **4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).** **4.WP.n1 Provide a concluding statement or section related to the opinion presented.**
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. **4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.** **4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.** **4.WI.p1 Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.** **4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).** **4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.** **4.WI.q1 Provide a concluding statement or section to support the information presented.**
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. **4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.**

	4.WL.j2 Sequence events in writing that unfold naturally. **4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.** **4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.** **4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.** **4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.**
	Production and Distribution of Writing
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). **4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.** **4.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.** **4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.**
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). **4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.** **4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).** **4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).** **4.WI.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).** **4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).** **4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).** **4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.** **4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).** **4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.** **4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.** **4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.** **4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.**
W.4.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

	4.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing). 4.WA1 Develop keyboarding skills.
	Research to Build and Present Knowledge
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic and includes topics and/or sources by and about American Indians. **4.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).**
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. **4.WP.i1 Recall relevant information from experiences for use in writing.** **4.WL.h1 Recall relevant information from experiences for use in writing.** **4.WP.j1 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.** **4.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.** **4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.** **4.WI.n1 Identify key details from an informational text.** **4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.** **4.WI.I2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.** **4.WI.I4 Sort evidence collected from print and/or digital sources into provided categories.** **4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.** **4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.** **4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.**
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts. **4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).**
	Range of Writing
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **No CCCs developed for this standard.**

	Montana's English Language Arts Content Standards – 4th Grade
	Writing Standards: Foundational Skills
	Sound-letter Basics and Handwriting
WF.4.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation. **No CCCs developed for this standard.**

	Montana's English Language Arts Content Standards – 4 Grade
	Speaking and Listening Standards
	Comprehension and Collaboration
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 based on the discussion. **4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.** **4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.** **4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.** **4.HD.i4 Review the key ideas expressed within a collaborative discussion.**
SL.4.2	Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. **4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** **4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points. **4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.** **4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.**
	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; speak clearly at an understandable pace and include sources by and about American Indians. **4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.** **4.WP.m3 Elaborate on each fact or opinion given in support of a claim with relevant details.**
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

| SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). **No CCCs written for this standard.** |

	Montana's English Language Arts Content Standards – 3rd Grade
	Language Standards
	Conventions of Standard English
L.4.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) **4.WA.4 Use relative pronouns and relative adverbs in writing.** **4.WA.5 Use prepositional phrases in writing.** **4.WA.6 Produce simple, compound, and complex sentences in writing.** **4.WA.7 Recognize and correct inappropriate fragments and run-on sentences.**
L.4.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. **4.WA.8 Use correct capitalization in writing.** **4.WA.9 Use commas and quotation marks in writing.** **4.WA.10 Spell words correctly in writing, consulting references as needed.**
	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 (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **4.WA.11 Choose words and phrases for appropriate effect (e.g., to inform) within writing.**
	Vocabulary Acquisition and Use
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

	a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.** **4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.** **4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.** **4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.**
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms. **4.RWL.k1 Identify simple similes in context.** **4.RWL.k2 Identify simple metaphors in context.** **4.RWL.i5 Relate words to their opposites (antonyms).** **4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).** **4.RWL.k3 Identify the meaning of common idioms.**
L.4.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). **4.RWL.j1 Use general academic and domain specific words and phrases accurately.** **4.WA.12 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.**