

Grade 4: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
Reading Literature		
CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can explain what the text says using details and examples. [RL.4.1] I can draw conclusions/ make inferences about a text using details and examples. [RL.4.1]	
CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	I can define theme (a lesson that the author is revealing (e.g.Honesty is the best policy.) [RL.4.2] I can determine the theme of a text from details that retells the theme. [RL.4.2] I can summarize what the text says. [RL.4.2]	
CC.4.R.L.3 Key Ideas and Details: 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).	I can describe a character in depth and locate /provide specific details from the text. [RL.4.3] I can describe a setting in depth and locate /provide specific details from the text. [RL.4.3] I can describe an event in depth and locate /provide specific details from the text. [RL.4.3]	
CC.4.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	I can use various strategies (eg. context clues, root words, affixes) to determine the meanings of words and phrases as they are used in a text. [RL.4.4] I can recognize and determine the meaning of words and phrases that refer to characters found in mythology. [RL.4.4]	
CC.4.R.L.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	I can explain how poems, drama, and prose are structured differently from one another. [RL.4.5] I can describe elements of poetry such as verse, rhythm, and meter. [RL.4.5] I can describe elements of drama such as casts, settings, descriptions, dialogue, and stage directions. [RL.4.5]	
CC.4.R.L.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	I can define first (narrator tells about her/himself; "I") and third-person (narrator tells about others "he/she/it") points of view. [RL.4.6] I can determine a narrator or speakers point of view in a story. [RL.4.6] I can compare and contrast the point of view from which different stories are narrated. [RL.4.6]	
CC.4.R.L.7 Integration of Knowledge and Ideas: 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.	I can watch and hear a performance of a story or drama I've read and make connections to the text. [RL.4.7] I can recognize moments in a performance of a story or drama I've read where specific details from the text are presented. [RL.4.7]	
CC.4.R.L.9 Integration of Knowledge and Ideas: 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.	I can compare and contrast how similar topics and themes are presented in stories, myths, and traditional literature from different cultures. [RL.4.9] I can compare and contrast how similar patterns of events are presented in stories, myths, and traditional literature from different cultures. [RL.4.9]	

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<p>CC.4.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I can explain which portions of a text I understand and which portions I don't. [RL.4.10] I can locate portions of a text that are difficult for me. [RL.4.10] I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.4.10] I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. [RL.4.10]</p>	
<p>Reading Informational Text</p>		
<p>CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>I can read closely and find answers explicitly in text (right there answers). [RI.4.1] I can read closely and find answers that require an inference (what I know and what I have read in the text tells me ...). [RI.4.1]</p>	
<p>CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>I can define main idea (who or what a text is mainly about). [RI.4.2] I can determine the main idea of a text. [RI.4.2] I can identify key details in the text and explain how they support the main idea. [RI.4.2] I can write a summary stating the key points of a text. [RI.4.2]</p>	
<p>CC.4.R.I.3 Key Ideas and Details: 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.</p>	<p>I can describe the events of a moment in history after reading about it. [RI.4.3] I can describe the main idea of a scientific process or discovery after reading about it. [RI.4.3] I can describe the main idea of a text describing how something works. [RI.4.3]</p>	
<p>CC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). [RI.4.4] I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. [RI.4.4] I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. [RI.4.4] I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. [RI.4.4]</p>	
<p>CC.4.R.I.5 Craft and Structure: 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.</p>	<p>I can understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution. [RI.4.5] I can identify how a text is structured. [RI.4.5] I can describe how events, ideas, concepts, or information are structured in a text. [RI.4.5]</p>	

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CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	I can understand the difference between a firsthand and secondhand account of the same event or topic. [RI.4.6] I can compare and contrast a firsthand and secondhand account of the same event or topic. [RI.4.6] I can describe the differences between a firsthand and secondhand account of the same event or topic. [RI.4.6]	
CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	I can identify and read charts, graphs, diagrams, time lines, animations, or web pages to learn about a topic. [RI.4.7] I can explain how charts, graphs, diagrams, time lines, animations, or web pages are helpful in learning about a topic. [RI.4.7]	
CC.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.	I can locate reasons and evidence which support the main idea of a text. [RI.4.8] I can explain how reasons and evidence in a text support the main idea. [RI.4.8]	
CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I can access information from several texts about the same topic. [RI.4.9] I can determine which pieces of information best support my topic. [RI.4.9] I can write or speak about a topic accurately after reading several texts on the topic and include information from each source. [RI.4.9]	
CC.4.R.I.10 Range of Reading and Complexity of Text: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	I can locate portions of a text that I understand versus portions that I don't understand. [RI.4.10] I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RI.4.10] I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RI.4.10]	
Reading Fundamentals		
CC.4.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	I can read multi-syllable words. [RF.4.3] I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. [RF.4.3]	
CC.4.R.F.3.a Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	I can determine the meaning of most multisyllabic words by studying their roots and affixes. [RF.4.3]	
CC.4.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read grade level or independent level text aloud with fluency and understanding. [RF.4.4]	
CC.4.R.F.4.a Fluency: Read on-level text with purpose and understanding.	I can read stories aloud clearly and at a steady pace when asked to do so in class. [RF.4.4] I can understand what I have read aloud. [RF.4.4]	
CC.4.R.F.4.b Fluency: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.	I can read prose and poems aloud clearly and at a steady pace when asked to do so in class. [RF.4.4]	
CC.4.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can correct mistakes I make or reread for clarification when I read silently or aloud. [RF.4.4]	

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Writing		
CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can write arguments to support claims with reasons and information. [W.4.1]	
CC.4.W.1.a Text Types and Purposes: 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.	I can introduce a topic or text clearly, state an opinion, and organize the reasons and ideas that support my purpose. [W.4.1]	
CC.4.W.1.b Text Types and Purposes: Provide reasons that are supported by facts and details.	I can provide reasons that are supported by facts and details. [W.4.1]	
CC.4.W.1.c Text Types and Purposes: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	I can link my opinion and reasons using words, phrases that show how they are related. [W.4.1]	
CC.4.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.	I can provide a concluding statement or section related to the opinion presented. [W.4.1]	
CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write informational/explanatory texts that examine a topic and convey and information clearly. [W.4.2]	
CC.4.W.2.a Text Types and Purposes: 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.	I can introduce a topic clearly and group related information in paragraphs and sections. [W.4.2] I can incorporate formatting, graphics, and multimedia into my written pieces if necessary. [W.4.2]	
CC.4.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2]	
CC.4.W.2.c Text Types and Purposes: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I can use words, phrases, and clauses like "another", "for example", "also", and "because" to link ideas that should be grouped together. [W.4.2]	
CC.4.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and vocabulary specific to the topic to inform about or explain the topic. [W.4.2]	
CC.4.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.	I can provide a concluding statement or section related to the information or explanation presented. [W.4.2]	
CC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can write narratives to develop real or imagined experiences or events. [W.4.3]	
CC.4.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	I can use narrative techniques, provide descriptive details, and put events in a natural order. [W.4.3] I can introduce a reader to the story by describing a situation and introducing a narrator and/or characters. [W.4.3] I can organize a series of events in a natural and logical order. [W.4.3]	
CC.4.W.3.b Text Types and Purposes: Use dialogue and description to develop experiences and events or show the responses of characters to situations.	I can use narrative techniques such as dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3]	

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CC.4.W.3.c Text Types and Purposes: Use a variety of transitional words and phrases to manage the sequence of events.	I can use a variety of transition words and phrases to manage the sequence of events. [W.4.3]	
CC.4.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.	I can use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3]	
CC.4.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion that follows from the narrated experiences or events. [W.4.3]	
CC.4.W.4 Production and Distribution of Writing: 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.)	I can understand my task, purpose, and audience when I write. [W.4.4] I can develop and organize my writing in a way that makes sense for my audience and purpose. [W.4.4]	
CC.4.W.5 Production and Distribution of Writing: 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 on page 29.)	I can understand writing as a process of planning, revising, and editing. [W.4.5] I can develop and strengthen my writing by planning, revising, and editing. [W.4.5]	
CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	I can type a minimum of one page in a single sitting. [W.4.6] I can use technology, including the internet, to interact and collaborate with others on the writing process. [W.4.6]	
CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	I can conduct short research projects to learn more about a topic. [W.4.7]	
CC.4.W.8 Research to Build and Present Knowledge: 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.	I can gather relevant information from print and digital sources. [W.4.8] I can remember relevant information from experiences. [W.4.8] I can take notes and categorize information and provide a list of sources I used. [W.4.8]	
CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can refer to examples from literary or informational texts to support my thoughts and ideas about a character, setting, or event and an author's particular points [W.4.9]	
CC.4.W.9.a Research to Build and Present Knowledge: Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	I can refer to examples from literary texts to support my thoughts and ideas about a character, setting, or event. [W.4.9]	
CC.4.W.9.b Research to Build and Present Knowledge: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	I can refer to examples from informational texts to support my thoughts and ideas about an author’s particular points. [W.4.9]	

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<p>CC.4.W.10 Range of Writing: 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.</p>	<p>I can come up with a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.4.10] I can come up with a work plan that includes time for research, reflection, and revision. [W.4.10] I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [W.4.10] I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [W.4.10]</p>	
<p>Speaking and Listening</p>		
<p>CC.4.SL.1 Comprehension and Collaboration: 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.</p>	<p>I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.4.1]I can discuss my own ideas clearly in a discussion. [SL.4.1]I can build on the ideas of others in a discussion. [SL.4.1]</p>	
<p>CC.4.SL.1.a Comprehension and Collaboration: 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.</p>	<p>I can prepare for discussions by reading and studying required materials beforehand. [SL.4.1] I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic. [SL.4.1]</p>	
<p>CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>I can follow established rules for class discussions. [SL.4.1]</p>	
<p>CC.4.SL.1.c Comprehension and Collaboration: 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.</p>	<p>I can participate in conversations by posing and responding to specific questions. [SL.4.1]</p>	
<p>CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>I can retell key ideas presented in a discussion or group activity. [SL.4.1] I can draw conclusions based on information and knowledge shared in a discussion or group activity. [SL.4.1]</p>	
<p>CC.4.SL.2 Comprehension and Collaboration: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>I can paraphrase(restate) a written text read aloud to me. [SL.4.2] I can paraphrase(restate) information presented visually, such as a photograph or video. [SL.4.2] I can paraphrase(restate) information presented orally, such as a speech or conversation. [SL.4.2] I can paraphrase (restate)information presented quantitatively, such as a graph or chart. [SL.4.2]</p>	
<p>CC.4.SL.3 Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>I can identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]</p>	
<p>CC.4.SL.4 Presentation of Knowledge and Ideas: 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.</p>	<p>I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order. [SL.4.4]I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas. [SL.4.4] I can speak clearly and at an understandable pace when presenting. [SL.4.4]</p>	

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Common Core Standards	Converted/Unpacked Standards	
CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	I can add audio and visual components with my presentations. [SL.4.5] I can enhance presentations by incorporating multimedia and visual components. [SL.4.5]	
CC.4.SL.6 Presentation of Knowledge and Ideas: 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 on page 28 for specific expectations.)	I can understand when it is appropriate to speak informally, such as a small group discussion. [SL.4.6] I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others. [SL.4.6]	
Language		
CC.4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can apply the conventions of standard English grammar when writing or speaking. [L.4.1]	
CC.4.L.1.a Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	I can correctly use relative pronouns (who, whose, whom, which, and that) and relative adverbs (where, when, and why). [L.4.1].	
CC.4.L.1.b Conventions of Standard English: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	I can correctly use the progressive verb tenses (I was walking; I am walking; I will be walking) [L.4.1]	
CC.4.L.1.c Conventions of Standard English: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	I can correctly use words such as can, may, and must and can understand how each individually affects the meaning of a sentence. [L.4.1]	
CC.4.L.1.d Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	I can understand how to order multiple adjectives according to how they are commonly ordered (for example, a small red bag instead of a red small bag). [L.4.1]	
CC.4.L.1.e Conventions of Standard English: Form and use prepositional phrases.	I can define preposition and prepositional phrase. [L.4.1] I can form and use prepositional phrases. [L.4.1]	
CC.4.L.1.f Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	I can recognize and correct sentence fragments and run-ons.[L.4.1] I can write in complete sentences. [L.4.1]	
CC.4.L.1.g Conventions of Standard English: Correctly use frequently confused words (e.g., to, too, two; there, their).*	I can distinguish between and correctly use words such as to, too, two, there, and their. [L.4.1]	
CC.4.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can apply the conventions of standard English capitalization punctuation, and spelling when writing. [L.4.1]	
CC.4.L.2.a Conventions of Standard English: Use correct capitalization.	I can locate and correct capitalization errors. [L.4.2]	
CC.4.L.2.b Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text.	I can use commas and quotation marks to mark direct speech and quotations from a text.[L.4.2]	
CC.4.L.2.c Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence.	I can use a comma before a coordinating conjunction in a compound sentence. [L.4.2]	
CC.4.L.2.d Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.	I can spell correctly, using a reference guide or other resource if necessary. [L.4.2]	
CC.4.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can apply use of knowledge and its conventions when writing, speaking, reading or listening. [L4.3]	

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Common Core Standards	Converted/Unpacked Standards	
CC.4.L.3.a Knowledge of Language: Choose words and phrases to convey ideas precisely.*	I can choose words and phrases to convey ideas precisely. [L.4.3]	
CC.4.L.3.b Knowledge of Language: Choose punctuation for effect.*	I can choose punctuation to create a certain effect in my writing. [L.4.3]	
CC.4.L.3.c Knowledge of Language: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	I can understand when it is appropriate to use informal language (such as a small-group discussion) and when it is appropriate to use formal language (such as a presentation). [L.4.3]	
CC.4.L.4 Vocabulary Acquisition and Use: 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.	I can identify words and phrases that may have multiple meanings and find ways to determine which meaning is appropriate in a particular sentence. [L.4.4]	
CC.4.L.4.a Vocabulary Acquisition and Use: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by looking for context clues. [L.4.4]	
CC.4.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	I can provide definitions for common Greek or Latin roots and affixes. [L.4.4] I can use my knowledge of Greek or Latin affixes and roots to determine the meaning of words that are not familiar to me. [L.4.4]	
CC.4.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	I can determine the definition of a word or phrase I'm unsure of by using a reference material. [L.4.4] I can use reference materials to find the pronunciation of a word or determine or fully understand its meaning.. [L.4.4]	
CC.4.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can recognize and explain figurative language, word relationships, and the nuances in word meanings. [L.4.5]	
CC.4.L.5.a Vocabulary Acquisition and Use: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	I can explain the meaning of simple similes and metaphors (for example, as pretty as a picture) when they appear in a sentence or paragraph. [L.4.5]	
CC.4.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.	I can define idiom, adage, and proverb. [L.4.5] I can recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5]	
CC.4.L.5.c Vocabulary Acquisition and Use: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	I can define antonym and synonym. [L.4.5] I can show my understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5]	
CC.4.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	I can learn and use vocabulary terms specific to a topic I'm learning. [L.4.6] I can learn and use vocabulary words that describe precise actions. [L.4.6] I can learn and use vocabulary words that describe precise emotions. [L.4.6] I can learn and use vocabulary words that describe precise states of being. [L.4.6]	