

Grade 4—Analysis of Similarities and Differences
South Carolina College- and Career-Ready Standards

Common Core State Standards

Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	
4.2 Reflect on findings to build deeper understanding and determine next steps.	
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	

Reading – Literary Text Standards (RL)	Reading Standards (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	
<p><i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds	
<p><i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	
<p><i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	
<p><i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	
<p><i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	

<p>2.5 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	<p>RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>3.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 Use knowledge of how syllables work to read multisyllabic words.</p>	
<p>3.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	
<p>3.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 Read grade-appropriate irregularly spelled words.</p>	
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>4.1 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Read grade-level text with purpose and understanding.</p>	<p>RF.4. 4.a Read on-level text with purpose and understanding.</p>
<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>

<p>4.3 Students are expected to build upon and continue applying previous learning. <i>Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>	<p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>(RL) Meaning and Context</p>	<p>(R) Key Ideas and Detail</p>
<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>	<p>Anchor Standard 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.</p>
<p>5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>	<p>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.</p>
<p>5.2 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i></p>	
<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p>	<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>6.1 Determine the development of a theme within a text; summarize using key details.</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
<p>(RL) Meaning and Context</p>	<p>(R) Integration of Knowledge and Ideas</p>
<p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>	<p>Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the as approaches the authors take.</p>
<p>7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.</p>	<p>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.</p>
<p>7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.</p>	<p>RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>

(RL) Meaning and Context	(R) Key Ideas and Details
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.	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).
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9.1 Identify and explain how the author uses idioms, adages, and proverbs to shape meaning.	Language Vocabulary Acquisition and Use L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	
	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

(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p>	<p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
<p>10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>	<p>L.4.4.b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</p>	
<p>10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.</p>	
<p>10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	<p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>	<p>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 .</p>

(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	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.
<i>11.2 Students are expected to build upon and continue applying concepts learned previously.</i> Grade 3: <i>Compare and contrast the reader’s point of view to that of the narrator or a character.</i>	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Anchor Standard 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.
12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
12.2 Determine characteristics of crafted text structures and describe why an author uses these structures.	
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
(RI) Language, Craft, and Structure	(R) Integration of Knowledge and Ideas
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 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.

(RL) Meaning and Context	(R) Integration of Knowledge
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 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.
(RL) Range and Complexity	(R) Range of Reading and Level of Text Complexity
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RL.4.10 By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4 -5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading - Informational Text Standards (RI)	Reading Standards (R)
Principles of Reading	Reading: Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	
<p><i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<p><i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	
<p><i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	
<p><i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	
<p><i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	

<p>2.5 <i>Students are expected to build upon and continue applying previous learning.</i> Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	<p>RF.3.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>3.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	
<p>3.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	
<p>3.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 Read grade-appropriate irregularly spelled words.</p>	
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>4.1 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 Read grade-level text with purpose and understanding.</p>	<p>RF.4.4.a Read on-level text with purpose and understanding.</p>

<p>4.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation and phrasing on successive readings.</i></p>	RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
<p>4.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>	RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(RI) Meaning and Context	(R) Key Ideas and Details
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 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.
5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	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.
<p>5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Make predictions before and during reading; confirm or modify thinking.</i></p>	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Summarize multi-paragraph texts using key details to support the central idea.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	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.

(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
8.1 Determine how the author uses words and phrases to shape and clarify meaning.	
8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
(RI) Language, Craft, and Structure	(L) Vocabulary Acquisition, and Use
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard 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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	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.
9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Use a base word to determine the meaning of an unknown word with the same base.</i>	
9.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</i>	L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic.
(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.	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.
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 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.
11.1 Apply knowledge of text structures to describe how structures contribute to meaning.	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
11.2 Explain how an author uses reasons and evidence to support particular points.	Integration of Knowledge and Ideas RI.4.8 Explain how an author uses reasons and evidence to support points in a text.
	(R) Key Ideas and Details
	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	(R) Integration of Knowledge and Ideas
	Anchor Standard 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.
	Anchor Standard 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.
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
(RI) Range and Complexity	(R) Range of Reading and Text Complexity
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
12.1 Engage in whole and small group reading with purpose and understanding.	
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high of the range.

<p>Standard 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.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 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.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> introduce a topic clearly; use information from multiple print and multimedia sources; group related information in paragraphs and sections; include formatting, illustrations, and multimedia to aid comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use paraphrasing, quotations, and original language to avoid plagiarism; link ideas within categories of information using words and phrases; use precise language and domain-specific vocabulary to inform or explain the topic; develop a style and tone authentic to the purpose; and 	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.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.</p> <p>W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2.c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

<p>k. provide a concluding statement or section relate to the information or explanation presented.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution</p> <p>Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge</p> <p>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and description to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words and phrases to manage the sequence of events; g. use imagery, precise words, and sensory details to develop 	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.e Provide a conclusion that follows from the narrated experiences or events.</p>

<p>characters and convey experiences and events precisely; and</p> <p>h. provide a conclusion that follows from the narrated experiences or events.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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 here.)</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>(W) Language</p>	<p>(L) Conventions of Standard English</p>
<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>	<p>Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>
<p>4.1 When writing:</p> <p>a. use relative pronouns and relative adverbs;</p> <p>b. form and use the progressive verb tenses;</p> <p>c. use modal auxiliaries to convey various conditions;</p> <p>d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;</p> <p>e. order adjectives within sentences according to conventional patterns;</p> <p>f. use relative pronouns and relative adverbs;</p> <p>g. explore using prepositional phrases in different positions within a sentence;</p> <p>h. use coordinating and subordinating conjunctions;</p> <p>i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and</p> <p>j. use frequently confused homonyms correctly.</p>	<p>L.4.1.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>L.4.1.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.1.e Form and use prepositional phrases.</p> <p>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>
<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p>	<p>L.4.2.a Use correct capitalization.</p>
<p>5.2 Use:</p> <p>a. apostrophes to form possessives and contractions;</p> <p>b. quotation marks and commas to mark direct speech; and</p> <p>c. commas before a coordinating conjunction in a compound sentence.</p>	<p>L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p>

<p>5.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</i></p>	L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.
5.4 Use spelling patterns and generalizations.	
<p>5.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Consult print and multimedia sources to check and correct spellings.</i></p>	L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.
(C) Meaning and Context	(W) Production and Distribution
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	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 type a minimum of one page in a single sitting.
See Standards Listed Below	(W) Research to Build and Present Knowledge
<p>Reading Informational Text Meaning and Context Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>	Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

<p>Reading Literary Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>Reading Informational Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>	<p>Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>W.4.9.a Apply <i>grade 4 Reading standards</i> 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].").</p> <p>W.4.9.b Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
<p>(W) Range and Complexity</p>	<p>(W) Range of Writing</p>
<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	<p>Anchor Standard 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 tasks, purposes, and audiences.</p>
<p>6.1 Write routinely and persevere in writing tasks:</p> <ul style="list-style-type: none"> a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. 	<p>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 tasks, purposes, and audiences.</p>
<p><i>6.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p>	

<p>6.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Write left to right leaving space between words.</i></p>	
<p>6.4 Demonstrate effective keyboarding skills.</p>	<p>Writing Production and Distribution of Writing 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 type a minimum of one page in a single sitting.</p>
<p>6.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</i></p>	

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Communication Standards (C)	Speaking and Listening Standards (SL)
Meaning and Context	Comprehension and Collaboration
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	Anchor Standard 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.
1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	SL.4.1.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.
1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	SL.4.1.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.
1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.	SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<i>1.6 This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	
(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Anchor Standard 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.
2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.	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.

<p>2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.</p>	<p>Writing Research to Build and Present Knowledge W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>2.3 <i>This indicator does not begin until Grade 6.</i> Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	
<p>2.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3: Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</p>	<p>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.</p>
<p>(C) Meaning and Context</p>	<p>Speaking and Listening (SL)</p>
<p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>	<p>Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	
<p>3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>	<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>(C) Language, Craft, and Structure</p>	<p>(SL) Comprehension and Collaboration</p>
<p>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p>	<p>Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p>4.1 Identify presentation style a speaker uses to enhance the development of central idea or theme.</p>	

4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	
4.1 Identify how and why the speaker: <ul style="list-style-type: none"> a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices. 	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose and integrate craft techniques to create presentations.	
5.2 Employ imagery, hyperbole, adages, and proverbs when appropriate to convey messages.	
5.3 <i>This indicator does not begin until English 1.</i> English 1 <i>Develop messages that use logical, emotional, and ethical appeals.</i>	
See Standards Listed Below	(SL) Presentation of Knowledge and Ideas
Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Writing Language Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
	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.

The following section compares the Common Core Language Standards with the SC College- and Career-Ready ELA Standards. Parallels to the Common Core Language Standards are found in the Reading and Writing Strands of the SC CCR Standards as noted.

Writing Standards (W)	Language Standards (L)
Language	Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage
<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. use relative pronouns and relative adverbs; b. form and use the progressive verb tenses; c. use modal auxiliaries to convey various conditions; d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense; e. order adjectives within sentences according to conventional patterns; f. use relative pronouns and relative adverbs; g. explore using prepositional phrases in different positions within a sentence; h. use coordinating and subordinating conjunctions; i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and j. use frequently confused homonyms correctly. 	<p>L.4.1.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>L.4.1.c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.1.e Form and use prepositional phrases.</p> <p>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	L.4.2.a Use correct capitalization.
<p>5.2 Use:</p> <ul style="list-style-type: none"> a. apostrophes to form possessives and contractions; b. quotation marks and commas to mark direct speech; and c. commas before a coordinating conjunction in a compound sentence. 	<p>L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>5.3 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 3 <i>Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</i></p>	L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

	Knowledge of Language
	Anchor Standard 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.
	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.4.3.a Choose words and phrases to convey ideas precisely.
	L.4.3.b Choose punctuation for effect.
	L.4.3.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).
See Standards Listed Below	(L) Vocabulary Acquisition and Use
Reading Literary Text Language Craft and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Reading Informational Text Language Craft and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.
	L.4.4.a Use context (e.g., definitions, examples of restatements in text) as a clue to meaning of a word or phrase.
10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. 9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).

<p>10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	<p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
	<p>Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Reading Literary Text Language, Craft, and Structure</p> <p>10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>Reading Informational Text Language Craft and Structure</p> <p>9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
	<p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>
	<p>L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
	<p>L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<p>Reading Literary Text Language Craft and Structure</p> <p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>Reading Informational Text Language Craft and Structure</p> <p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific</p>	<p>Anchor Standard 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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

<p>vocabulary.</p> <p><i>Included in Fundamentals of Reading</i></p>	
<p>Reading Literary Test Language, Craft, and Structure 10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>Reading Literary Test Language, Craft, and Structure 9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>	<p>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 (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

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