

Grade 4 Reading and Writing
Priority and Supporting Standards
2024-2025



BCS Elementary Schools follow the Units of Study and Pacing of their High-Quality Instructional Resource: HQIR: CKLA, EL Education, or Wonders

**Prioritized Standards are bolded in black ink; supporting standards are bulleted under the Reading and Writing Strand they support*

Grade 4 Prioritized Standards for 24-25				
Reading Foundational Skills	Reading Literature	Reading Informational	Composition	Language
<i>Phonics and Word Recognition:</i> <ul style="list-style-type: none"> RF.4.3 <i>Fluency:</i> <ul style="list-style-type: none"> RF.4.4 	<i>Key Ideas and Details:</i> RL.4.1 RL.4.2 RL.4.3 <i>Craft and Structure:</i> RL.4.4 RL.4.5 RL.4.6 <i>Integration of Knowledge:</i> <ul style="list-style-type: none"> RL.4.7 RL.4.9 <i>Reading Range/ Text Complexity Level:</i> <ul style="list-style-type: none"> RL.4.10 	<i>Key Ideas and Details:</i> RI.4.1 RI.4.2 <ul style="list-style-type: none"> RI.4.3 <i>Craft and Structure:</i> RI.4.4 RI.4.5 <ul style="list-style-type: none"> RI.4.6 <i>Integration of Knowledge:</i> <ul style="list-style-type: none"> RI.4.7 RI.4.8 RI.4.9 <i>Reading Range/ Text Complexity Level:</i> <ul style="list-style-type: none"> RI.4.10 	<i>Text Types and Purposes</i> C.4.1 C.4.2 C.4.3 <i>Production and Distribution:</i> <ul style="list-style-type: none"> C.4.4 <i>Research to Build and Present Knowledge:</i> <ul style="list-style-type: none"> C.4.5 C.4.6 	<i>Conventions of Standard English:</i> <ul style="list-style-type: none"> L.4.1 L.4.2 <i>Knowledge of Language</i> <ul style="list-style-type: none"> L.4.3 <i>Vocabulary Acquisition & Use:</i> <ul style="list-style-type: none"> L.4.4 L.4.5

[*Boone County Schools 3-5 Instructional Framework](#)

KY Academic Standards for Reading and Writing Grade 4

**** Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Reading Foundational Skills	
Print Concepts	
<i>No Print Concepts Standard 1 for grade 4</i>	
Phonological Awareness	
<i>No Phonological Awareness Standard for grade 4</i>	
Phonics and Word Recognition	
<p style="text-align: center;">RF.4.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="margin-left: 20px;">a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</p>	Supporting Standard

Fluency

RF.4.4

Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Supporting Standard

Reading Literature Texts

Key Ideas and Details

RL.3.1	RL.4.1	RL.5.1	Priority Standard
Ask and answer questions, and make and support logical inferences to construct meaning from the text.	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.3.2	RL.4.2	RL.5.2	Priority Standard
Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	Analyze how the THEME is reflected , and <i>cite relevant implicit and explicit evidence</i> from the text, including but not limited to poems, stories and dramas.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	
RL.3.3	RL.4.3	RL.5.3	

Describe characters in a story, including but not limited to their traits, motivations, actions, or feelings, and how they affect the plot.

Describe in depth a CHARACTER'S THOUGHTS, WORDS and/or ACTIONS, the SETTING or EVENT(S) IN A STORY OR DRAMA, drawing on specific details to analyze their interaction over the course of the text.

Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.

Priority Standard

Craft and Structure

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

RL.4.4

Determine the meaning of words and phrases as they are used in a text, including but not limited to FIGURATIVE LANGUAGE such as METAPHORS and SIMILES, and describe and explain how those words and phrases shape meaning.

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

Priority Standard

RL.3.5

Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

RL.4.5

Analyze the overall STRUCTURE, in a text or part of the text, the author uses IN POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.

RL.5.5

Analyze and explain the overall structure of poems, stories, and dramas in two or more texts including but not limited to linear, nonlinear and circular structures.

Priority Standard

RL.3.6	RL.4.6	RL.5.6	Priority Standard
Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare/contrast the POINT OF VIEW of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.	
Integration of Knowledge and Ideas			
RL.3.7	RL.4.7	RL.5.7	Supporting Standard
Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	Make connections between the TEXT OF A STORY OR DRAMA AND A VISUAL OR ORAL PRESENTATION, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts	
RL.3.9	RL.4.9	RL.5.9	Priority Standard
Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters..	Compare/contrast THEMES, TOPICS AND PATTERNS OF EVENTS in STORIES, MYTHS AND TRADITIONAL LITERATURE FROM DIFFERENT CULTURES.	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	
Reading Range/ Text Complexity Level			

RL.3.10	RL.4.10	RL.5.10	Supporting Standard
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently	By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	
Reading Informational Texts			
Key Ideas and Details			
RI.3.1	RI.4.1	RI.5.1	Priority Standard
Ask and answer questions, and make and support logical inferences in order to construct meaning from the text	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.3.2	RI.4.2	RI.5.2	Priority Standard
Identify and cite relevant implicit and explicit information from a summary to determine the central	Analyze how the CENTRAL IDEAS are reflected in a text, and cite relevant implicit and	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit	

idea of a text.	<i>explicit evidence</i> from the text.	evidence to support thinking.	
RI.3.3	RI.4.3	RI.5.3	Supporting Standard
Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	<i>Explain the INDIVIDUALS, EVENTS, PROCEDURES, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT, including what happened and why, based on specific information over the course of a text</i>	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	
Craft and Structure			
RI.3.4	RI.4.4	RI.5.4	Priority Standard
Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning	<i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE LEVEL TEXT, and describe and explain how those words and phrases shape meaning.</i>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	
RI.3.5	RI.4.5	RI.5.5	Priority Standard
Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and	<i>Describe the overall STRUCTURE, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</i>	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	

describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.			
RI.3.6	RI.4.6	RI.5.6	
Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	Compare/contrast a FIRSTHAND AND SECONDHAND ACCOUNT of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	Supporting Standard
Integration of Knowledge and Ideas			
RI.3.7	RI.4.7	RI.5.7	Supporting Standard
Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	<i>Interpret information presented in PRINT AND NON-PRINT FORMATS and explain how the information contributes to an understanding of the text in which it appears.</i>	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
RI.3.8	RI.4.8	RI.5.8	Supporting Standard
Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and	

		evidence support which claim (s)	
RI.3.9	RI.4.9	RI.5.9	Priority Standard
Explain the relationship between information from two or more texts on the same theme or topic.	<i>Integrate information</i> from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.	Integrate information from several texts on the same theme or topic.	
Reading Range/ Text Complexity Level			
RI.3.10	RI.4.10	RI.5.10	Supporting Standard
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently	By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	
Composition			
Text Types and Purposes			

C.3.1	C.4.1	C.5.1	Priority Standard
<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with elaborate details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose OPINIONS, using writing and digital resources, <i>on topics or texts</i>, supporting an author’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p><i>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</i></p> <p>c. Provide reasons that are supported by facts and details.</p> <p><i>d. Use grade-appropriate TRANSITIONS.</i></p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting</p>	<p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	
C.3.2	C.4.2	C.5.2	

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions and details.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, **to examine a topic and convey ideas and information clearly.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
 - Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.*
 - Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.*
 - Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.*
 - Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.*
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.*
 - Provide a concluding**

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Use precise language and domain -specific vocabulary to inform about or explain the topic.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,

Priority Standard

	<p><i>section.</i> <i>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</i></p>	<p>rewriting or trying a new approach.</p>	
<p>C.3.3</p>	<p>C.4.3</p>	<p>C.5.3</p>	<p>Priority Standard</p>
<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/ or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>Compose NARRATIVES, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use dialogue and description to develop experiences and events or</p>	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to</p>	

<p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure that follows the narrated experiences or events.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p>show the responses of characters to situations. <i>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</i></p> <p><i>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	<p>situations.</p> <p>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	
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Production and Distribution

C.3.4	C.4.4	C.5.4	Supporting Standard
<p>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	<p>With some guidance and support from adults, <i>use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.</p>	<p>With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	

Research to Build & Present Knowledge

C.3.5	C.4.5	C.5.5	Supporting Standard
Conduct short research projects that build knowledge about a topic.	Conduct short RESEARCH projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
C.3.6	C.4.6	C.5.6	Supporting Standard
Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories	<i>Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information, and provide a list of sources.</i>	Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of sources.	
Range of Writing			
C.3.7	C.4.7	C.5.7	Supporting Standard
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	
Language			

CONVENTIONS OF STANDARD ENGLISH

CONVENTIONS OF STANDARD ENGLISH			Supporting Standard
L.3.1	L.4.1	L.5.1	
<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</p> <p>b. Form and use regular and irregular plural nouns. c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Use verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.</p>	<p>When writing or speaking, <i>demonstrate command of the conventions of standard English grammar and usage.</i></p> <p><i>a. Use</i> RELATIVE PRONOUNS AND RELATIVE ADVERBS.</p> <p><i>b. Use the</i> PROGRESSIVE VERB TENSES.</p> <p><i>c. Use</i> MODAL AUXILIARIES <i>to convey various conditions, such as can, may and must.</i></p> <p><i>d. Order</i> ADJECTIVES <i>within sentences according to conventional patterns.</i></p> <p><i>e. Use</i> PREPOSITIONAL PHRASES.</p> <p><i>f. Produce</i> COMPLETE SENTENCES, <i>recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>g. Use</i> FREQUENTLY CONFUSED WORDS, such as to, too, two; there, their, they're.</p>	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions</p>	
L.3.2	L.4.2	L.5.2	Supporting Standard
<p>When writing:</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p>	<p>When writing:</p> <p><i>a. Demonstrate appropriate use of</i> CAPITALIZATION RULES.</p> <p><i>b. Use</i> COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH</p>	<p>When writing:</p> <p>a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence.</p>	

d. Use possessives.
 e. Use conventional spelling for high-frequency words where suffixes are added to base words.
 f. Use spelling patterns and generalizations in writing words.
 g. Consult reference materials as needed to check and correct spellings.

AND QUOTATIONS for a text.
c. Use a COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE. d. Consult reference materials as needed to check and correct spellings.

c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works.
 e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

KNOWLEDGE OF LANGUAGE

L.3.3	L.4.3	L.5.3
<p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<p><i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. <i>c. Differentiate between FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</p>

Supporting Standard

VOCABULARY ACQUISITION AND USE

L.3.4	L.4.4	L.5.4	Supporting Standard
<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</i></p> <p>a. Use context (e.g., DEFINITIONS, EXAMPLES OR RESTATEMENTS in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common AFFIXES AND ROOTS as clues to the meaning of a word.</p> <p><i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p>d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL PRECISE ACTIONS and that are basic to a particular topic.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.</p>	
L.3.5	L.4.5	L.5.5	Supporting Standard
<p>Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral</p>	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret</p>	

<p>meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.</p>	<p>meaning of simple SIMILES AND METAPHORS 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 & ANTONYMS.</p>	<p>figurative language, including similes and metaphors, 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.</p>	
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Interdisciplinary Literacy Practices

The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

1	<i>Recognize that text is anything that communicates a message.</i>
2	<i>Employ, develop, and refine schema to understand and create text.</i>
3	<i>View literacy experiences as transactional, interdisciplinary, and transformational.</i>
4	<i>Utilize receptive and expressive language arts to better understand self, others and the world.</i>
5	<i>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</i>
6	<i>Collaborate with others to create new meaning.</i>
7	<i>Utilize digital resources to learn and share with others.</i>
8	<i>Engage in specialized, discipline-specific literacy practices.</i>
9	<i>Apply high-level cognitive processes to think deeply and critically about text.</i>
10	<i>Develop a literacy identity that promotes lifelong learning.</i>