

Strand: Reading Literature			
Topics	Standard	“I can...” statements	Vocabulary
Key Ideas and Details	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> I can use the details and examples in the text to explain or infer meaning I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusions I can read closely and find answers explicitly in text I can read closely and find answers that require an inference I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential question 	Inferences Explicit
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> I can determine the main idea of what I read and explain to my teacher or a peer using details from the text I can create a summary of the information without telling every detail I can analyze details in a text to determine a theme I can define summary I can write a summary using details from the text 	Theme Summary
	RL.3.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details, in the text (e.g., <i>a character’s thoughts, words, or actions</i>).	<ul style="list-style-type: none"> I can use specific events and ideas from the informational reading that I do to explain what happened and why I can identify characters, setting, and events in a story or drama I can locate sections of a text where characters, settings, or events are described I can use specific details from text to describe characters, settings, or events 	Character Setting Event
Craft and Structure	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	<ul style="list-style-type: none"> I can make meaning of words and phrases, when reading about characters in a myth, by using clues found within the story I can use various strategies to determine the meaning of words and phrases I can recognize words in a text that allude (<i>refer</i>) to characters found in mythology and use my knowledge of mythology to determine meaning 	Allude

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	<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse, rhythm, meter</i>) and drama (e.g., <i>casts of characters, settings, descriptions, dialogue, stage directions</i>) when writing or speaking about a text.</p>	<ul style="list-style-type: none"> • I can tell my teacher or a friend about the different parts of poems and plays that I read • I can recognize that poems, drama, and prose use different structural elements • I can identify common structural elements of poems and dramas • I can refer to the structural elements of a poem or dram when explaining their differences 	<p>Drama Prose Structural element</p>
	<p>RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<ul style="list-style-type: none"> • I can compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations • I can identify basic points of view as first person and third person • I can determine a narrator’s or speaker’s point of view in the story • I can compare the point of view in different stories • I can contrast the point of view in different stories 	<p>Points of view First person Third person Compare Contrast</p>
<p>Integration of Knowledge and Ideas</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>	<ul style="list-style-type: none"> • I can make connections between different text types • I can recognize when a visual or oral presentation is based on a text • I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses • I can determine similarities and differences between a written text and its visual or oral representation 	<p>Visual presentation Oral presentation</p>
	<p>RL.4.8 (Not applicable to literature)</p>		
	<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., <i>opposition of good and evil</i>) and patterns of events (e.g., <i>the quest</i>) in stories, myths, and traditional literature from different cultures.</p>	<ul style="list-style-type: none"> • I can compare and contrast stories and myths from different cultures • I can discuss how themes and events are similar from one story to another • I can define a theme • I can identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events 	<p>Theme Compare Contrast</p>

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Range of Reading and Level of Text Complexity	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.	<ul style="list-style-type: none">• I can read and understand stories at my grade level• I can read a variety of informational texts at many levels with and without the support of my teacher• I can read a variety of informational texts as needed at the high end of my range• I can reread text to find more information or clarify ideas	Reading strategy Comprehension
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Strand: Reading Informational Text			
Topics	Standard	“I can...” statements	Vocabulary
Key Ideas and Details	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> I can use the details and examples in the text to explain or infer meaning I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion (“<i>based on what I’ve read, it’s most likely true that...</i>”) I can read closely to find answers explicitly in text (right there answers) I can read closely and find answers that require an inference I can analyze an author’s words and find details and examples to support both explicit and inferential questions 	Inference Explicit
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> I can determine the main idea of what I read and explain to my teacher or a peer using details from the text I can define main idea I can define summary I can write a summary stating the key points of a text 	Main idea Key detail Summary
	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.	<ul style="list-style-type: none"> I can use specific events and ideas from the informational reading that I do to explain what happened and why I can identify events, procedures, ideas, and/or concepts in different types of text 	Event Procedure Idea Concept
Craft and Structure	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> I can determine the meaning of words when I read aloud science, social studies or other non-fiction grade level texts I can identify general academic words and phrases in a text I can use various strategies to determine the meaning of general academic and domain specific words and phrases in a text I can locate and use resources to assist me in determining the meaning of unknown words 	General academic words Domain-specific words

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	<p>RI.4.5 Describe the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in a text or part of a text.</p>	<ul style="list-style-type: none"> I can describe the sequence of events, cause and effect or problem and solution in informational texts that I read I can identify and explain different structures used in informational text I can determine the overall structure found in an informational text I can describe how events, ideas, concepts, or information are structured in a text 	<p>Text structure</p>
	<p>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.</p>	<ul style="list-style-type: none"> I can compare and contrast a firsthand account and I secondhand account of the same historical event or topic I can describe the differences of these two accounts I can explain how a firsthand and secondhand focus affects the information provided 	<p>Firsthand account Secondhand account Compare Contrast Focus</p>
<p>Integration of Knowledge and Ideas</p>	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., <i>in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i>) and explain how the information contributes to an understanding of the text in which it appears.</p>	<ul style="list-style-type: none"> I can recognize that authors use various formats when presenting information I can interpret the nonfiction features and explain how the information helps my understanding of the text 	<p>Quantitatively Format</p>
	<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> I can locate the reasons and evidence used to support particular points in a text I can explain how the reasons and evidence support the particular points in a text 	<p>Reasons Evidence</p>
	<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> I can locate information from two texts on the same topic I can determine which pieces of information best support my topic I can integrate information from two texts to display my knowledge of the topic when writing or speaking 	<p>Integrate</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>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 end of the range.</p>	<ul style="list-style-type: none"> I can read and understand informational texts at my grade level I can read a variety of informational texts at many levels with and without support I can read a variety of informational texts as needed at the high end of my range I can use reading strategies to help me understand difficult complex text 	<p>Reading strategy Comprehension</p>

Strand: Reading Foundational Skills			
Topics	Standard	“I can...” statements	Vocabulary
Phonics and Word Recognition	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context and out of context.	<ul style="list-style-type: none"> • I can use word-decoding strategies to read unfamiliar words • I can recognize that letters and combinations of letters make different sounds • I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words • I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables • I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words 	Consonant blend Long-vowel pattern Short-vowel pattern Root Prefix Suffix Syllable
Fluency	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • I can read with purpose and understanding • I can read grade-level text fluently and show comprehension through voice, timings, and expression • I can recognize when a word I have read does not make sense within the text • I can self-correct misread or misunderstood words using context clues • I can reread with corrections when necessary • I can read prose and poetry aloud with accuracy, rate and expression • I can use context to know if I am reading accurately and can self-correct when necessary 	Fluency Context clue Prose

Strand: Writing			
Topics	Standard	“I can...” statements	Vocabulary
Text Types and Purposes	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> • I can determine my opinion or point of view on a topic or text • I can include my opinion within the introduction of the topic when writing an argument • I can organize my ideas when writing an argument • I can support my opinion with facts and details when writing an argument • I can link opinion and reasons when writing an argument • I can write a concluding statement or paragraph to support my opinion when writing an argument 	<p>Opinion</p> <p>Point of view</p> <p>Organizational structure</p>
	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., <i>headings</i>), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • I can select a topic and gather information to share with my audience • I can define common formatting structures and determine the best structure that will allow me to organize my information • I can introduce an informational topic clearly and organized information in paragraphs and sections • I can include informational text features and multimedia to help my reader to better understand my message • I can use facts, definitions, details, quotations and examples to develop an informational topic • I can link ideas when writing an informational piece • I can use topic specific language and vocabulary to better inform my reader • I can write a concluding statement or paragraph to support my topic when writing an informational piece 	<p>Formatting</p> <p>Structure</p> <p>Multimedia</p> <p>Precise</p> <p>Domain-specific vocabulary</p>

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	<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>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • I can introduce my reader to the topic by clearly identifying the characters, setting, plot, narrator, sensory details, and sequence of events • I can define narrative and describe the basic parts of plot • I can orient (<i>set the scene for</i>) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion • I can describe experiences and events through character dialogue helping my reader to better understand • I can use a variety of transitional words and phrases to organize the sequence of events • I can use specific words or phrases and sensory details to describe experiences and events in narrative writing • I can write a logical conclusion when writing a narrative piece 	<p>Narrator Narrative Transition Sequence Concrete word Sensory detail Conclusion</p>
<p>Production and Distribution of Writing</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><i>Grade-specific expectations for writing types are defined in standards 1-3</i></p>	<ul style="list-style-type: none"> • I can identify the writing style that best fits my task, purpose, and audience • I can use organizational/formatting structures (<i>graphic organizers</i>) to develop my writing ideas • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style 	<p>Writing style Task Purpose 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.</p> <p><i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4</i></p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> • I can use prewriting strategies to formulate ideas • I can recognize that a well-developed piece of writing requires more than one draft • I can apply revision strategies • I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing • I can develop and strengthen my writing by planning, revising and editing 	<p>Revision Strategy Edit</p>

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	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.	When someone helps me: <ul style="list-style-type: none"> I can use technology to produce and publish my writing I can use technology (e.g. <i>email, blogs, Skype, etc.</i>) to communicate with others I can choose credible websites on the Internet that will help me compose, edit, and publish my writing I can use proper keyboarding skills to compose and prepare my writing for publication I can write a minimum of one page in one sitting 	Publish Credible website
Research to Build and Present Knowledge	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> I can define research and explain how research is different from other types of writing I can focus my research around a question/topic that is provided to determine my own research worthy question I can gather a variety of information about my research topic 	Research Report
	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.	<ul style="list-style-type: none"> I can recall and gather important information from print and digital sources I can take notes and organize information and list the sources that I have used I can sort the information from my notes into provided categories I can prepare a list of sources used during my research 	Print source Digital source Notes Category Research
	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., " <i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].</i> "). b. Apply grade 4 Reading standards to informational texts (e.g., " <i>Explain how an author uses reasons and evidence to support particular points in a text.</i> ").	<ul style="list-style-type: none"> I can define textual evidence ("<i>word for word</i>" support) I can determine textual evidence that supports my analysis, reflection, and/or research I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research 	Textual evidence Analysis Reflection Research
	Range of Writing	W.4.10 Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> I can write for extended periods of time for many tasks, purposes and audiences I can choose my writing structure to fit my task, purpose, and/or audience I can write for a variety of reasons

Strand: Speaking and Listening			
Topics	Standard	“I can...” statements	Vocabulary
Comprehension and Collaboration	SL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	<ul style="list-style-type: none"> I can quote accurately from the text to explain or infer meaning I can use the details and examples in the text to explain or infer meaning I can use the details and examples in the text from what I read to explain the meaning of the text I can use details from the text to explain what I read 	Discussion Connection
	SL.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	<ul style="list-style-type: none"> I can listen and retell important information I can identify information from a text being read aloud I can identify information that is presented in different formats I can paraphrase the information gathered to determine the main idea and support details 	Media Format Paraphrase Supporting details
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points	<ul style="list-style-type: none"> I can identify the points being made by the speaker I can determine the reasons and evidence a speaker uses to support particular points 	Reason Evidence
Presentation of Knowledge and Ideas	SL.4.4 Report on a 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.	<ul style="list-style-type: none"> I can present on a topic in an organized manner, using details to support my topic I can speak clearly at an understandable pace while presenting my information 	Relevant Main idea Theme Pace
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main idea or themes.	<ul style="list-style-type: none"> I can use multimedia and visuals in presentations to help support my topics I can identify main ideas or theme in my presentation that could be enhanced 	Main idea Theme Enhance Audio recording Visual display
	SL.4.6 Differentiate between contexts that call for formal English (e.g.; <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g.; <i>small-group discussion</i>): use formal English when appropriate to task and situation.	<ul style="list-style-type: none"> I can choose the appropriate way to express my thoughts (<i>formal or informal register</i>) during presentations I can determine speaking task or situations that will require a formal structure I can compose a formal speech that demonstrates a command of grade 4 Language standards 	Formal Informal

Strand: Language			
Topics	Standard	“I can...” statements	Vocabulary
Conventions of Standard English	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>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>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<ul style="list-style-type: none"> I can use relative pronouns to join clauses together Example: <i>This is the house that Jack built.</i> versus <i>“This is a house. Jack built this house.”</i> I can use relative pronouns when referring to something or someone that has been mentioned Example: <i>The girl whose mother lives next door to us works at the hospital.</i> I can use correct verb tense when speaking and writing (there are six tenses) Example: <i>I am studying Math.</i> <i>I will be studying Math.</i> <i>I was studying Math.</i> <i>I have been studying Math.</i> <i>I had been studying Math.</i> <i>I will have been studying Math</i> I can use verb phrases correctly to express a need or for something to be considered Example: <i>We must go to the grocery store. We might go to the zoo.</i> I can correctly use lists of adjectives when describing a noun when I speak or in my writing Examples: <i>I need to buy a dozen, large, brown eggs at the store. The delicious, ripe, Washington apples were ready for picking.</i> I can use prepositional phrases to add details and clarity when I speak or in my writing Example: <i>She is on the computer. David walked down the ramp. Sherri ate in the kitchen.</i> I can create complete sentences and fix sentences that may be incomplete or run-on I can correctly use homophones when I speak and in my writing 	<p>Collective nouns</p> <p>Irregular plural nouns</p> <p>Reflexive pronouns</p> <p>Relative adverb</p> <p>Progressive verb tense</p> <p>Modal auxiliary</p> <p>Prepositional phrase</p> <p>Fragment</p> <p>Run-on sentences</p> <p>Past tense of irregular verbs</p> <p>Adjectives and adverbs</p> <p>Complete simple sentences</p> <p>Complete compound sentences</p>

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	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • I can correctly use capitalization rules when writing • I can correctly use commas and quotation marks to show when someone is talking • I can correctly use a comma before conjunctions to correctly bring two related thoughts together • I can spell grade level words correctly and use a spelling reference when needed 	<p>Dialogue Speaker tag Quotation marks Compound sentence Coordinating conjunctions</p>
	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>).</p>	<ul style="list-style-type: none"> • I can choose appropriate words and phrases to express my ideas clearly • I can choose punctuation to help me to effectively express my ideas • I can decide when I need to communicate in a more formal manner and when more casual communication with friends or in a small group is appropriate 	<p>formal English informal English</p>
<p>Vocabulary Acquisition and Use</p>	<p>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.</p> <p>a. Use context (e.g., <i>definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> • I can use context clues to understand a meaning of a new word • I can understand words with suffixes and prefixes added to them • I can use root/base words to figure our new words • I can use dictionaries or the Internet to find the meanings of words and phrases 	<p>Affix Context clues Root/base word</p>

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	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (<i>antonyms</i>) and to words with similar but not identical meanings (<i>synonyms</i>).</p>	<ul style="list-style-type: none"> • I can define an identify similes and metaphor’s within a text • I can distinguish between literal language (<i>it means exactly what it says</i>) and figurative language (<i>sometimes what you say is not exactly what you mean</i>) • I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning • I can explain the difference between synonyms and antonyms • I can use my knowledge of synonyms and antonyms to demonstrate my understanding of words • I can use Greek and Latin affixes and roots to help me create meaning when I read • I can use reference materials to find the pronunciation and meaning of key words and phrases 	<p>Simile Metaphor Literal language Figurative language Idiom Adage Proverb Synonym Antonym</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 when discussing animal preservation</i>).</p>	<ul style="list-style-type: none"> • I can build my vocabulary of grade-level, and subject words • I can use these words to communicate descriptively about particular topics 	