

**Standards Scope and Sequence, Grade 4**

**Quarter: 1**

Unit 1	Unit 2
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>                      4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                      4.RL.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).  <b>Craft and Structure</b>                      4.RL.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>).</p>	<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>                      4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                      4.RI.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.  <b>Craft and Structure</b>                      4.RI.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>.</p>
<p><b>Writing: Information/Expository</b>  <b>Text Types and Purposes</b>                      4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  <b>Production and Distribution of Writing</b>                      4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.                      4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>Research to Build and Present Knowledge</b>                      4.W.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.                      4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Writing: Information/Expository</b>                      Texts Types and Purposes                      4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  <b>Production and Distribution of Writing</b>                      4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.                      4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.                      4.W.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.  <b>Research to Build and Present Knowledge</b>                      4.W.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.                      4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>                      4.SL.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.                      4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>Presentation Of Knowledge and Ideas</b>                      4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>	<p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>                      4.SL.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.                      4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>Presentation Of Knowledge and Ideas</b>                      4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>                      4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>Language</b>  <b>Conventions of Standard English</b>                      4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>

<p>4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b></p> <p>4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>4.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>4.L.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>	<p>4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b></p> <p>4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>4.L.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.</p> <p>4.L.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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**Standards Scope and Sequence, Grade 4**

**Quarter: 2**

<b>Unit 3</b>	<b>Unit 4</b>
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>4.RL.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>4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>Craft and Structure</b></p> <p>4.RL.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</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>4.RL.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <p>4.RI.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>4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>Craft and Structure</b></p> <p>4.RI.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.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>4.RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p><b>Writing: Narrative</b></p> <p><b>Text Types and Purposes</b></p> <p>4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>Production and Distribution of Writing</b></p> <p>4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>4.W.8: Recall relevant information from experiences or gather relevant information from</p>	<p><b>Writing: Narrative</b></p> <p><b>Text Types and Purposes</b></p> <p>4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>Production and Distribution of Writing</b></p> <p>4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>4.W.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>print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Research to Build and Present Knowledge</b></p> <p>4.w. 7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>4.W.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>4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p>
<p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p>4.SL.1</p> <p>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.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4.SL.4</p> <p>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>4.SL.6</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>	<p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p>4.SL.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.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4.SL.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>4.SL.5</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>4.SL.6</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>
<p><b>Language Conventions of Standard English</b></p> <p>4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b></p> <p>4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>4.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>4.L.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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p><b>Language Conventions of Standard English</b></p> <p>4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b></p> <p>4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>4.L.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.</p> <p>4.L.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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>

Standards Scope and Sequence, Grade 4

Quarter: 3

<b>Unit 5</b>	<b>Unit 6</b>
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly</p>	<p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <p>4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly</p>

<p>and when drawing inferences from the text. 4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>Craft and Structure</b> 4.RL.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <b>Integration of Knowledge</b> 4.RL.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>and when drawing inferences from the text. 4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>Craft and Structure</b> 4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <b>Integration of Knowledge and Ideas</b> 4.RI.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. 4.RI.8: Explain how an author uses reasons and evidence to support particular points in a text.</p>
<p><b>Writing: Opinion</b> <b>Text Types and Purposes</b> 4.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>Production and Distribution</b> 4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <b>Research to Build and Present Knowledge</b> 4.W.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. 4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Writing: Opinion</b> <b>Text Types and Purposes</b> 4.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>Production and Distribution</b> 4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 4.W.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. <b>Research to Build and Present Knowledge</b> 4.W.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. 4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> 4.SL.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. 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. <b>Presentation of Knowledge and Ideas</b> 4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>	<p><b>Speaking and Listening</b> 4.SL.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. 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. 4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 <a href="#">here</a> for specific expectations.)</p>
<p><b>Language</b></p>	<p><b>Language</b></p>

<p><b>Conventions of Standard English</b>  4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Knowledge of Language</b>  4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>Vocabulary Acquisition and Use</b>  4.L.5: Demonstrate understanding of word relationships and nuances in word meanings.  4.L.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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p><b>Conventions of Standard English</b>  4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Knowledge of Language</b>  4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>Vocabulary Acquisition and Use</b>  4.L.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.  4.L.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</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
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**Standards Scope and Sequence, Grade 3**

**Quarter: 4**

Unit 7	Unit 8
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>Craft and Structure</b>  4.RL.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.  <b>Integration of Knowledge and Ideas</b>  4.RL.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>Craft and Structure</b>  4.RI.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.  <b>Integration of Knowledge and Ideas</b>  4.RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p><b>Writing: Information/Expository</b>  <b>Text Types and Purposes</b>  4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <b>Production and Distribution of Writing</b>  4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>Research to Build and Present Knowledge</b>  4.w. 7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.  4.W.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.  4.W.9: Draw evidence from literary or informational texts to support analysis, reflection,</p>	<p><b>Writing: Information/Expository</b>  <b>Text Types and Purposes</b>  4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <b>Production and Distribution of Writing</b>  4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  4.W.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.  <b>Research to Build and Present Knowledge</b>  4:w. 7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.  4.W.8: Recall relevant information from experiences or gather relevant information from print</p>

<p>and research.</p>	<p>and digital sources; take notes and categorize information, and provide a list of sources. 4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Speaking and Listening Comprehension and Collaboration</b> 4.SL.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. <b>Presentation of Knowledge and Ideas</b> 4.SL.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. 4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>	<p><b>Speaking and Listening Comprehension and Collaboration</b> 4.SL.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. <b>Presentation of Knowledge and Ideas</b> 4.SL.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. 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>
<p><b>Language Conventions of Standard English</b> 4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Knowledge of Language</b> 4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>Vocabulary Acquisition and Use</b> 4.L.5: Demonstrate understanding of word relationships and nuances in word meanings. 4.L.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>	<p><b>Language Conventions of Standard English</b> 4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Knowledge of Language</b> 4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>Vocabulary Acquisition and Use</b> 4.L.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. 4.L.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>