

Grade 4: Reading Literature	
Standards in the MA Curriculum Framework for ELA and Literacy 2011 Based on the Common Core State Standards	Standards in the MA ELA Curriculum Framework 2001 and Supplement 2004
Reading: Literature (RL)	Reading and Literature: Fiction, Poetry, Drama, Myth, Legend, and Traditional Literature; Media Analysis and Production
<p>Key Ideas and Details</p> <p>CC.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>CC.4.RL.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CC.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).</p>	<p>MA 3-4 R 8.14 Make judgments about setting, characters, and events and support them with evidence from the text.</p> <p>MA 3-4 R 11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.</p> <p>MA 3-4 R 12.2 Identify the elements of plot, character, and setting in the stories they read and write.</p> <p>MA 3-4 R 17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, listened to, or performed.</p> <p>MA 3-4 R 6.2 Recognize dialect in the conversational voices in American folktales.</p>
<p>Craft and Structure</p> <p>CC.4.RL.4 Determine the meaning of words or 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>CC.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CC.4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.</p>	<p>MA 3-4 R 16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.</p> <p>MA 3-4 R 15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</p> <p>MA 3-4 R 14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p> <p>MA 3-4 R 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.</p> <p>MA 3-4 R 8.13 Identify the speaker of a poem or story.</p>
<p>Integration of Knowledge and Ideas</p> <p>CC.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 follows specific descriptions and directions in the text.</p> <p>CC.4.RL.8 Not applicable to literature.</p> <p>MA.4.RL.8a Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays and explain how these literary devices enrich the text.*</p>	<p>MA 3-4 M 26.2 Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.</p> <p>MA 3-4 R 16.4 Identify phenomena explained in origin myths (Prometheus/fire; Pandora/evils).</p> <p>MA 3-4 R 16.5 Identify the adventures or exploits of a character type in traditional literature.</p> <p>MA 5-6 R 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p>

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CC.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.	<ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line length).</li> </ul> MA 3-4 R 11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.
Range of Reading and Level of Text Complexity CC.4.RL.10. By the end of the year read and comprehend literature, including prose and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	See MA Appendices A and B, Author Lists.
<b>Grade 4: Reading Informational Text</b>	
<b>Reading Informational Text (RI)</b>	<b>Reading and Literature: Reading a Text, Nonfiction, Style and Language;                      Language: Vocabulary and Concept Development; Composition: Research,                      Media Analysis and Production</b>
Key Ideas and Details CC.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.  CC.4.RI.2 Determine the main idea of a text and how it is supported by details; summarize the text. CC.4.RI.3 Explain events, procedures, ideas, concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	MA 3-4 R 24.2 Identify and apply steps in conducting and reporting research: <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions...</li> <li>• Locate resources;</li> <li>• Evaluate the relevance of the information;</li> <li>• Interpret, use, and communicate the information.</li> </ul> MA 3-4 R 13.9 Locate facts that answer the reader's questions. MA 3-4 R 8.15 Locate facts that answer the reader's questions. MA 3-4 R 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. MA 3-4 R 13.12 Summarize main ideas and supporting details. MA 3-4 R 8.18 Summarize main ideas and supporting details. MA 3-4 R 13.12 Summarize main ideas and supporting details. MA 3-4 R 8.18 Summarize main ideas and supporting details.
Craft and Structure CC.4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	MA 3-4 L 4.10 Identify the meanings of common Greek and Latin roots to determine the meaning of unfamiliar words. MA 3-4 L 4.11 Identify the meanings of common idioms and figurative phrases. MA 3-4 L 4.12 Identify playful uses of language ( <i>puns, jokes, palindromes</i> ). MA 3-4 L 4.13 Determine the meanings of unknown words by using their context. MA 3-4 L 4.14 Recognize and use words with multiple meanings ( <i>sentence, school, hard</i> ) and be able to determine which meaning is intended from the context of the sentence.

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<p>CC.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>CC.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the focus and the information provided.</p>	<p>MA 3-4 L 4.15 Determine the meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>MA 3-4 L 4.16 Identify and apply the meanings of the terms <i>antonym</i>, <i>synonym</i>, and <i>homophone</i>.</p> <p>MA 3-4 R 8.16 Distinguish cause from effect.</p> <p>MA 3-4 R 13.8 Identify and use knowledge of common organizational structures (<i>chronological order</i>).</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Integration of Knowledge and Ideas</p> <p>CC.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.</p> <p>CC.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.4.RI.9 Integrate information from two texts on the same subject in order to write or speak about the subject knowledgeably.</p>	<p>MA 3-4 R 13.7 Identify and use knowledge of common graphic features (<i>charts, graphs, maps, diagrams, illustrations</i>).</p> <p>MA 3-4 R 13.11 Distinguish fact from opinion or fiction.</p> <p><b>No equivalent standard at this grade level or below.</b></p>
<p>Range of Reading and Level of Text Complexity</p> <p>CC.4.RI.10 By the end of the 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>	<p>See MA Appendices A and B, Author Lists.</p>
<b>Grade 4: Reading Foundations</b>	
<b>Reading Foundations (RF)</b>	<b>Reading and Literature</b>
<p>CC.4.RF.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately multi-syllabic words in context and out of context.</p>	<p>MA 3-4 R 7.8 Use letter-sound knowledge to decode written English:</p> <p>MA 3-4 L 4.9 Identify the meanings of common prefixes (<i>un-</i>, <i>re-</i>, <i>dis-</i>).</p> <p>MA 3-4 L 4.10 Identify the meanings of common Greek and Latin roots to determine the meaning of unfamiliar words.</p> <p>MA 3-4 L 4.13 Determine the meaning of unknown words using their context.</p>
<p>CC.4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>MA 3-4 L 7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension.</p> <p>MA 3-4 L 7.10 Read aloud grade-appropriate imaginative-literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>

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Grade 4: Writing	
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Writing (W)	Composition
<p>CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p>CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustration and multimedia when useful to adding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p>CC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrative series of events.</li> </ol>	<p>MA.3-4 L.3.6 Express and opinion of a literary work or film in an organized way, with supporting detail.  <i>Note that the MA ELA 2001 framework did not address the organization and elements writing arguments in detail.</i></p> <p>MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research              MA.3-4 C.19.12 For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.              MA.3-4 C.23.4 Organize ideas for a brief response to a reading.  <i>Note that the MA ELA 2001 framework did not address the organization and elements of informative/explanatory writing in detail.</i></p> <p>MA.3-4 C.19.9 For imaginative/literary writing: Write stories that have a beginning, middle, and end and contain details of setting.              MA.3-4 C.23.3 Organize plot events of a story in an order that leads to a climax.              MA.3-4 C.23.5 Organize ideas for an account of personal experience in a way that makes sense.              MA.3-4 C.19.9 For imaginative/literary writing: Write stories that have a beginning, middle, and end and contain details of setting.              MA.3-4 C.19.10 For imaginative/literary writing: Write short poems that contain simple sense details.              MA.3-4 R.10.2 Distinguish among forms of literature such as poetry, prose,</p>

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<p>MA.4.W.3a. Write stories, poems, and scripts that use foreshadowing, similes, and/or metaphors.*</p>	<p>fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.                  MA.5-6 R.14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>• sound (alliteration, onomatopoeia, rhyme scheme);</li> <li>• figurative language (personification, metaphor, simile, hyperbole); and</li> <li>• graphics (capital letters, line length).</li> </ul> <p>(Reading standards applied to writing)  <del>Note that the MA ELA 2001 framework did not address the organization and elements of narrative writing in detail.</del></p>
<p>Production and Distribution of Writing:                  CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>CC.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>MA.PK-2 C.20.1 Use a variety of forms or genres when writing for different purposes.                  MA.3-4 C.20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).                  MA.3-4 C.23.3 Organize plot events of a story in an order that leads to a climax.                  MA.3-4 C.23.4 Organize ideas for a brief response to a reading.                  MA.3-4 C.23.5 Organize ideas for an account of personal experience in a way that makes sense.</p> <p>MA.3-4 C.21.2 Revise writing to improve level of detail after determining what could be added or deleted.                  MA.3-4 C.21.3 Improve word choice by using dictionaries                  MA.3-4 C.22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.                  MA.3-4 C.25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</p> <p><del>No equivalent standard at this grade level or below.</del></p>
<p>Research to Build and Present Knowledge                  CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research                  MA.3-4 C.24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> <li>• Initiate a plan for searching for information.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Locate resources.</li> <li>• Evaluate the relevance of the information.</li> <li>• Interpret, use, and communicate the information.</li> <li>• Evaluate the research project as a whole.</li> </ul>
CC.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.	MA.3-4 C.19.11 For informational/expository writing: Write brief summaries of information gathered through research MA.3-4 C.19.12 For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support MA.3-4 C.19.13 For informational/expository writing: Write an account based on personal experience that has a clear focus and sufficient supporting detail. MA.3-4 C.24.2 Identify and apply steps in conducting and reporting research: <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> <li>• Initiate a plan for searching for information.</li> <li>• Locate resources.</li> <li>• Evaluate the relevance of the information.</li> <li>• Interpret, use, and communicate the information.</li> <li>• Evaluate the research project as a whole.</li> </ul>
CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story, drawing on specific details in the text [e.g., a character’s thoughts, words, and actions]).</li> <li>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text).</li> </ol>	MA.3-4 C.19.12 For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
CC.4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No equivalent standard at this grade level or below
<b>Grade 4: Speaking and Listening</b>	
<b>Speaking and Listening (SL)</b>	<b>Language, Composition, Media</b>
Comprehension and Collaboration CC.4.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 4 topics and texts, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> </ol>	MA 3-4 L 2.2 Contribute knowledge to a class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.  No equivalent standard at this grade level or below

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<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>MA 3-4 L 1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.  <del>No equivalent standard at this grade level or below.</del></p> <p><del>No equivalent standard at this grade level or below.</del></p> <p><del>No equivalent standard at this grade level or below.</del></p> <p><del>No equivalent standard at this grade level or below for speaking and listening.</del>                  See Reading Informational Text standards MA 3-4 R 13.10, 13.11.</p>
<p>Presentation of Knowledge and Ideas</p> <p>CC.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 and themes; speak clearly at an understandable pace.</p> <p>CC.4.SL.5 Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.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 and 3 for specific expectations.)</p>	<p>MA 3-4 L 3.4 Give oral presentations about experiences or interests, using eye contact, proper place, adequate volume, and clear enunciation.</p> <p>MA 3-4 L 3.5 Make informal presentations that have a recognizable organizations (<i>sequencing, summarizing</i>).</p> <p>MA 3-4 L 3.6 Express and opinion of a literary work or film in an organized way, with supporting detail.</p> <p>MA 3-4 M 27.2 Create presentations using computer technology.</p> <p>MA 3-4 L 3.3 Adapt language to persuade, to explain, or to seek information.</p> <p>MA 3-4 C 20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank-you note, invitation).</p>

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Grade 4: Language	
Language (L)	Language and Composition
<p>Conventions of Standard English:  CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>Form and use the progressive (e.g., <i>I was walking, I am walking, I will be walking</i>) verb tenses).</li> <li>Use modal auxiliaries (e.g., <i>can, may must</i>) to convey various conditions.</li> <li>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and incorporating inappropriate fragments and run-ons.</li> </ol> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)</p> <p>h. Write legibly by hand, using either printing or cursive handwriting. For the use of computer technology, see writing standard 6.*</p> <p>CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>No equivalent standard at this grade level or below.</p> <p>MA.3-4 L.5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).  MA.3-4 C.22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.  MA.3-4 C.22.6 Spell most commonly used homophones correctly in their writing (there, they're, their; two, too, to).</p> <p>MA.3-4.C.22.3 Write legibly in cursive, leaving space between letters in a word and between words in a sentence.</p> <p>MA.3-4 L.5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).  MA.3-4 C.22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.  MA.3-4 C.22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p>
<p>Knowledge of Language  CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	

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 Massachusetts Department of Elementary and Secondary Education, January 2011

<ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussions).</li> </ul>	<p>MA.3-4 L.6.2 Recognize dialect in the conversational voices in American folk tales.</p> <p>MA.3-4 L.6.3 Identify formal and informal language use in advertisements read, heard, and/or seen.</p> <p>MA.3-4 C.20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p>
<p>Vocabulary Acquisition and Use</p> <p>CC.4.L.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> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar, but not identical meanings (synonyms).</li> </ul> <p>CC.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>MA.3-4 L.4.13 Determine the meaning of unknown words using their context.</p> <p>MA.3-4 L.4.14 Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.</p> <p>MA.3-4 L.4.9 Identify the meaning of common prefixes (<i>un-</i>, <i>re-</i>, <i>dis-</i>).</p> <p>MA.3-4 L.4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.</p> <p>MA.3-4 L.4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>MA.3-4 C.21.3 Improve word choice by using dictionaries.</p> <p>MA.3-4 L.4.11 Identify the meaning of common idioms and figurative phrases.</p> <p>MA.3-4 L.4.12 Identify playful uses of language (puns, jokes, palindromes).</p> <p>MA.3-4 L.4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.</p> <p><b>No equivalent standard at this grade level or below.</b></p>

\*All Massachusetts standards added to the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* are noted with an asterisk (\*). The column on the left contains Common Core and Massachusetts additional standards, 2011. The column on the right contains standards from the *Massachusetts English Language Arts Curriculum Framework* (2001) and *Supplement* (2004).