# Main Criteria: Discoveries in Writing

Secondary Criteria: Connecticut State Standards

**Subject:** Language Arts

Grade: 4

#### **Discoveries in Writing**

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

#### **Connecticut State Standards**

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		Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.

STANDARD	F.4.	
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CT.CC.R Reading Standards: Foundational Skills

DOMAIN / CONTENT

F.4.

DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations

where informal discourse is appropriate (e.g., small-group discussion).

INDICATOR

L.4.3(c)

DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# **Connecticut State Standards**

		Language / it is
		Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN /	CT.CC.L.	Language Standards
ST ANDARD	4.	
	4.	Vocabulary Acquisition and Use

# Lesson 03: Unit 2 Writing from Notes, p. 27-34

# **Connecticut State Standards**

		Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN /
CONTENT
STANDARD

# CT.CC.RI Reading Standards for Informational Text .4.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and
EXPECTATION		information clearly.
INDICATOR	W.4.2(a)	
	W.4.2(a) W.4.2(b)	Introduce a topic clearly and group related information in paragraphs and sections; include
INDICATOR	. ,	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and
INDICATOR	W.4.2(b)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within categories of information using words and phrases (e.g., another, for example,
INDICATOR  INDICATOR	W.4.2(b)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR  INDICATOR  INDICATOR	W.4.2(b)  W.4.2(c)  W.4.2(d)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT	W.4.2(b)  W.4.2(c)  W.4.2(d)  W.4.2(e)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Provide a concluding statement or section related to the information or explanation presented.

GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN /
CONTENT
STANDARD

CT.CC.L. Language Standards 4.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# Lesson 04: Unit 2 Writing from Notes, p. 35-42

#### **Connecticut State Standards**

		Grade <b>4</b> - Adopted: <b>2010</b>
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 4.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT ST ANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

#### **Connecticut State Standards**

		Grade <b>4</b> - Adopted: <b>2010</b>
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT ST ANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
GRADE LEVEL EXPECTATION	VV. 1120	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	CT.CC.S L.4.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
EXPECTATION  DOMAIN / CONTENT	CT.CC.S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards

INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and

#### Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

#### **Connecticut State Standards**

#### **Language Arts**

#### CT.CC.W. Writing Standards DOMAIN / CONTENT **STANDARD** STATE **Text Types and Purposes** FRAMEWORK **GRADE LEVEL** W.4.3. Write narratives to develop real or imagined experiences or events using effective **EXPECTATION** technique, descriptive details, and clear event sequences. INDICATOR W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **INDICATOR** W.4.3(c) Use a variety of transitional words and phrases to manage the sequence of events. **INDICATOR** W.4.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **INDICATOR** W.4.3(e) Provide a conclusion that follows from the narrated experiences or events. DOMAIN / CT.CC.W. **Writing Standards** CONTENT **STANDARD**

**Production and Distribution of Writing** 

STATE

**FRAMEWORK** 

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and

# Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

# **Connecticut State Standards**

Grade 4 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

# **Connecticut State Standards**

**Language Arts** 

Grade 4 - Adopted: 2010

DOMAIN /
CONTENT
<b>STANDARD</b>

CT.CC.W. Writing Standards 4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(a) L.4.3(b)	Choose words and phrases to convey ideas precisely.  Choose punctuation for effect.

DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

word meanings.

**Language Standards** 

GRADE LEVEL

**EXPECTATION** 

INDICATOR

DOMAIN /

CONTENT

L.4.5.

L.4.5(c)

CT.CC.L.

STANDARD		
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and

with similar but not identical meanings (synonyms).

Demonstrate understanding of figurative language, word relationships, and nuances in

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words

#### Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

endangered when discussing animal preservation).

#### **Connecticut State Standards**

Grade <b>4</b> - Adopted: <b>2010</b>		
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

# **Connecticut State Standards**

**Language Arts** 

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.

Use context to confirm or self-correct word recognition and understanding, rereading as

DOMAIN / CT.CC.W. Writing Standards CONTENT 4. STANDARD

necessary.

RF.4.4(c)

INDICATOR

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards

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STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT ST ANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GRADE LEVEL	SL.4.2. CT.CC.S L.4.	
GRADE LEVEL EXPECTATION  DOMAIN / CONTENT	CT.CC.S	including visually, quantitatively, and orally.
GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD	CT.CC.S	including visually, quantitatively, and orally.  Speaking and Listening Standards
GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	CT.CC.S L.4.	Including visually, quantitatively, and orally.  Speaking and Listening Standards  Presentation of Knowledge and Ideas  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
GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT	CT.CC.S L.4. SL.4.6.	Speaking and Listening Standards  Presentation of Knowledge and Ideas  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.
GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE	CT.CC.S L.4. SL.4.6.	Speaking and Listening Standards  Presentation of Knowledge and Ideas  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.  Language Standards

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	4.	
STANDARD		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
CONTENT		Language Standards  Vocabulary Acquisition and Use
CONTENT STANDARD		
STATE FRAMEWORK  GRADE LEVEL	4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STATE FRAMEWORK  GRADE LEVEL EXPECTATION	4. L.4.4.	Vocabulary Acquisition and Use  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.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR	L.4.4. L.4.4(a)	Vocabulary Acquisition and Use  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.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT	L.4.4(a)  L.4.4(c)  CT.CC.L.	Vocabulary Acquisition and Use  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.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  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.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	L.4.4(a)  L.4.4(c)  CT.CC.L.	Vocabulary Acquisition and Use  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.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  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.  Language Standards

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	4.	
STANDARD		

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

# **Connecticut State Standards**

		Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	SL.4.1. SL.4.1(a)	teacher-led) with diverse partners on grade 4 topics and texts, building on others'
EXPECTATION		teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that
INDICATOR	SL.4.1(a)	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  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.
INDICATOR  INDICATOR	SL.4.1(a) SL.4.1(b)	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions to clarify or follow up on information, and make comments
INDICATOR  INDICATOR  INDICATOR	SL.4.1(a) SL.4.1(b) SL.4.1(c)	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.  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.  Review the key ideas expressed and explain their own ideas and understanding in light of the
INDICATOR  INDICATOR  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT	SL.4.1(a)  SL.4.1(b)  SL.4.1(c)  SL.4.1(d)	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.  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.  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / CONTENT	CT.CC.S L.4.	Speaking and Listening Standards
STANDARD		

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
CONTENT		Language Standards  Vocabulary Acquisition and Use

INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

#### **Connecticut State Standards**

Grade 4 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

CT.CC.RI Reading Standards for Informational Text .4.

DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	CI / 1/b)	Follow agreed upon rules for discussions and earny out assigned rules

INDICATOR SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Knowledge of Language

GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

#### **Connecticut State Standards**

#### **Language Arts**

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.RI

CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.						
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.						
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).						
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.						
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.						
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards						
STATE FRAMEWORK		Production and Distribution of Writing						
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)						
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.						
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards						
STATE FRAMEWORK		Research to Build and Present Knowledge						
GRADE LEVEL EXPECTATION	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.						
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards						
STATE FRAMEWORK		Research to Build and Present Knowledge						
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
INDICATOR	W.4.9(b)	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").						
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards						
STATE FRAMEWORK		Range of Writing						
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						

CONTENT STANDARD	L.4.	Speaking and Listening Standards				
STATE FRAMEWORK		Comprehension and Collaboration				
GRADE LEVEL EXPECTATION	SL.4.1.	ingage effectively in a range of collaborative discussions (one-on-one, in groups, and eacher-led) with diverse partners on grade 4 topics and texts, building on others' deas and expressing their own clearly.				
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
INDICATOR	SL.4.1(b)	follow agreed-upon rules for discussions and carry out assigned roles.				
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments hat contribute to the discussion and link to the remarks of others.				
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards				
STATE FRAMEWORK		Comprehension and Collaboration				
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards				
STATE FRAMEWORK		Presentation of Knowledge and Ideas				
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Conventions of Standard English				
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).				
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				

CT.CC.S Speaking and Listening Standards

DOMAIN /

STATE FRAMEWORK		Conventions of Standard English				
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
INDICATOR	L.4.2(a)	Use correct capitalization.				
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Knowledge of Language				
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.				
INDICATOR	L.4.3(b)	Choose punctuation for effect.				
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Vocabulary Acquisition and Use				
GRADE LEVEL EXPECTATION	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.				
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.				
INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Vocabulary Acquisition and Use				
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Vocabulary Acquisition and Use				

GRADE LEVEL EXPECTATION

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 14: Unit 5 Writing from Pictures, p. 113-118

#### **Connecticut State Standards**

Language Arts					
Grade 4 - Adopted: 2010					
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards			
STATE FRAMEWORK		Text Types and Purposes			
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.			
INDICATOR	W.4.3(d)	se concrete words and phrases and sensory details to convey experiences and events recisely.			
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.			
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards			
STATE FRAMEWORK		Production and Distribution of Writing			
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards			
STATE FRAMEWORK		Research to Build and Present Knowledge			
GRADE LEVEL EXPECTATION	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.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards			

STATE FRAMEWORK		Research to Build and Present Knowledge				
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
INDICATOR	W.4.9(b)	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").				
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards				
STATE FRAMEWORK		Range of Writing				
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards				
STATE FRAMEWORK		Comprehension and Collaboration				
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.				
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.				
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards				
STATE FRAMEWORK		Presentation of Knowledge and Ideas				
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.				
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards				
STATE FRAMEWORK		Conventions of Standard English				

GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).				
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Conventions of Standard English				
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
INDICATOR	L.4.2(a)	Use correct capitalization.				
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Knowledge of Language				
	L.4.3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
FRAMEWORK  GRADE LEVEL	L.4.3. L.4.3(a)	Use knowledge of language and its conventions when writing, speaking, reading, or				
FRAMEWORK  GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
GRADE LEVEL EXPECT ATION  INDICATOR	L.4.3(a)	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases to convey ideas precisely.				
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	L.4.3(a) L.4.3(b)	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases to convey ideas precisely.  Choose punctuation for effect.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations				
FRAMEWORK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT	L.4.3(a) L.4.3(b) L.4.3(c) CT.CC.L.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases to convey ideas precisely.  Choose punctuation for effect.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				

#### Lesson 15: Unit 5 Writing from Pictures, p. 119-124

#### **Connecticut State Standards**

Language Arts

Grade **4** - Adopted: **2010** 

DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards			
STATE FRAMEWORK		Text Types and Purposes			
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.			
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.			
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.			
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards			
STATE FRAMEWORK		Production and Distribution of Writing			
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards			
STATE FRAMEWORK		Research to Build and Present Knowledge			
GRADE LEVEL EXPECTATION	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.			
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards			
CTATE		Decearch to Build and Dresent Knowledge			

# STATE FRAMEWORK GRADE LEVEL EXPECTATION W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. INDICATOR W.4.9(b) 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").

DOMAIN / CT.CC.W. Writing Standards CONTENT 4. STANDARD

STATE FRAMEWORK		Range of Writing					
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards					
STATE FRAMEWORK		Comprehension and Collaboration					
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.					
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.					
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.					
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.					
		Speaking and Listening Standards					
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards					
CONTENT		Speaking and Listening Standards  Presentation of Knowledge and Ideas					
CONTENT STANDARD							
STATE FRAMEWORK  GRADE LEVEL	L.4.	Presentation of Knowledge and Ideas  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					
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT	SL.4.6.	Presentation of Knowledge and Ideas  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.					
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE	SL.4.6.	Presentation of Knowledge and Ideas  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.  Language Standards					
CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	SL.4.6.  CT.CC.L. 4.	Presentation of Knowledge and Ideas  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.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage					
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION	SL.4.6. CT.CC.L. 4.	Presentation of Knowledge and Ideas  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.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather					
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR	L.4.1.  L.4.1(d)	Presentation of Knowledge and Ideas  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.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).					

GRADE LEVEL EXPECT ATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
INDICATOR	L.4.2(a)	Use correct capitalization.				
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Knowledge of Language				
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.				
INDICATOR	L.4.3(b)	Choose punctuation for effect.				
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
STATE FRAMEWORK		Vocabulary Acquisition and Use				
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				

#### Lesson 16: Unit 5 Writing from Pictures, p. 125-128

#### **Connecticut State Standards**

Grade <b>4</b> - Adopted: <b>2010</b>			
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards	
STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.	

INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards				
STATE FRAMEWORK		Presentation of Knowledge and Ideas				
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.				
DOMAIN /	OT 00 I	Laurus and Chandanda				
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards				
CONTENT		Knowledge of Language				
CONTENT STANDARD						
STATE FRAMEWORK  GRADE LEVEL	4.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or				
STATE FRAMEWORK  GRADE LEVEL EXPECTATION	4. L.4.3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations				
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT	L.4.3. L.4.3(c)	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				

#### Lesson 17: Unit 5 Writing from Pictures, p. 129-134

#### **Connecticut State Standards**

#### **Language Arts**

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DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

STATE	Text Types and Purposes
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FRAMEWORK	

GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.

INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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#### **Connecticut State Standards**

		Grade <b>4</b> - Adopted: <b>2010</b>
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CT.CC.L. Language Standards

DOMAIN /

CONTENT STANDARD

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DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
CONTENT		Language Standards  Vocabulary Acquisition and Use

#### Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

#### **Connecticut State Standards**

#### **Language Arts**

CC W	Writing Standards	

DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
- · · · · -	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FRAMEWORK  GRADE LEVEL	<b>L.4.2.</b> L.4.2(a)	Demonstrate command of the conventions of standard English capitalization,
FRAMEWORK  GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR	L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT	L.4.2(a) L.4.2(d) CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	L.4.2(a) L.4.2(d) CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	L.4.2(a)  L.4.2(d)  CT.CC.L. 4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
FRAMEWORK  GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  DOMAIN I CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECT AT ION	L.4.2(a)  L.4.2(d)  CT.CC.L. 4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.L. Language Standards 4.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

#### **Connecticut State Standards**

Grade <b>4</b> - Adopted: <b>2010</b>		
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

RDICATOR  SL.4.(a) Come to discussions prepared, having read or studied required material explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  RDICATOR  SL.4.(b) Follow agreed upon rules for discussions and carry out assigned roles.  RDICATOR  SL.4.(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that confidence to the discussion and link to the remarks of others.  RDICATOR  SL.4.(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  DOMAIN I  CT.CC.S Speaking and Listening Standards  COMPENS STATE  COMPENS SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  DOMAIN I  CONTENT STAIDARD  CT.CC.S Speaking and Listening Standards  STATE  REPECTATION  CT.CC.L Language Standards  CT.CC.L Language Standards  CT.CC.L Language Standards  CT.CC.L Language Standards  STATE  CONVENTING  CT.CC.L Language Standards  CT.CC.L Language Standar			
INDICATOR  SL.4.1(c)  Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  INDICATOR  SL.4.1(d)  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  CONTENT STANDARD  CT.C.C.S  Speaking and Listening Standards  CADE LEVEL EXPECTATION  CONTENT STANDARD  CT.C.C.S  Speaking and Listening Standards  STATE FRAMEWORK  Presentation of Knowledge and ideas  FRAMEWORK  Presentation of Knowledge and ideas  STATE EXPECTATION  SL.4.  Report on a kopic or lext, 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.  GRADE LEVEL EXPECTATION  CT.C.L. Language Standards  CT.C.L. Language Standards  CT.C.C.L Language Standards  CT.C.C.L Language Standards  CONTENT STANDARD  CT.C.L. Language Standards  CONTENT STANDARD  L.4.  CT.C.L. Language Standards  CT.C.C.L Language S	INDICATOR	SL.4.1(a)	
INDICATOR SL4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  BOMAIN / CONTENT STANDARD L4.  SPeaking and Listening Standards  CT.CC.S Speaking and Collaboration  STATE FRAMEWORK COmprehension and Collaboration  STATE FRAMEWORK SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  DOMAIN / CT.CC.S Speaking and Listening Standards  STATE FRAMEWORK Presentation of Knowledge and Ideas  FRAMEWORK Presentation of Knowledge and Ideas  FRAMEWORK Presentation of Knowledge and Ideas  STATE REPECTATION SL4. 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.  GRADE LEVEL SL4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourses is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  CT.CC.L Language Standards  CT.CC.L Language Standards  CT.CC.L Language Standards  STATE FRAMEWORK CONVENT CONTENT STANDARD L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR L4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  CT.CC.L Language Standards  Knowledge of Language  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  INDICATOR L4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  COmprehension and Collaboration  CT.CC.S Speaking and Listening Standards  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.S Speaking and Listening Standards  CT.CC.S Speaking and Listening Standards  CT.CC.S Speaking and Listening Standards  STATE FRAMEWORK  CT.CC.S Speaking and Listening Standards  STATE FRAMEWORK  STATE FRAMEWORK  GRADE LEVEL SL.4.  Report on a topic or text, tell a story, or recount an experience in an organized manner, using apriportate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  GRADE LEVEL EXPECTATION  SL.4.  SL.4.6.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  CT.CC.L Language Standards  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  DOMAIN / STANDARD  CT.CC.L Language Standards  Knowledge of Language  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations when writing, speaking, reading, or listening.	INDICATOR	SL.4.1(c)	
STATE FRAMEWORK  COMPRESSION And Collaboration  STATE FRAMEWORK  SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  Presentation of Knowledge and Ideas  Presentation of Knowledge and Ideas  Presentation of Knowledge and Ideas  SL4.4. 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.  GRADE LEVEL EXPECTATION  SL4.5. 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.  CONTENT STANDARD  CT.CC.L. Language Standards  CONVENTION  CONVENTION  CONVENTION  CONVENTION  CT.CC.L. Language Standards  CONVENTION  CONTENT STANDARD  L4.1(I) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  DOMAIN / CT.CC.L. Language Standards  CT.CC.L. Language Standards  CT.CC.L. Language Standards  CT.CC.L. Language Standards  Knowledge of Language  Knowledge of Language  Knowledge of Language  INDICATOR  L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	INDICATOR	SL.4.1(d)	
GRADE LEVEL EXPECTATION  CT.CC.S  Speaking and Listening Standards  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.L. Language Standards  Knowledge of Language  Knowledge of Language  Knowledge of language and its conventions when writing, speaking, reading, or instructions in conventions when writing, speaking, reading, or instructions in cap. presenting ideas) and situations when writing, speaking, reading, or instructions when writing, speaking, reading, or instructions of standard English (e.g., presenting ideas) and situations when writing, speaking, reading, or instructions when writing, speaking, reading, or instructions when writing ideas and situations when writing ideas in conventions when writing, speaking, reading, or instructions included in the conventions when writing, speaking, reading, or instructions.  INDICATOR L4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations when writing, speaking, reading, or instructions when writing, speaking, reading, or instructions when writing ideas and situations when writing ideas and situations instructions.  INDICATOR L4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations included in the conventions when writing, speaking, reading, or instructions when writing, speaking, reading, or instructions when writing ideas and situations included in the conventions when writing ideas and situations included in the conventions when writing ideas and situations included in the conventions when writing ideas and situations included in the conventions when writing ideas and situations included in the conventions when writing ideas and situations included in the conventions when writing ideas and situations included in the conventions when writing ideas and situations	CONTENT		Speaking and Listening Standards
DOMAIN / CONTENT STANDARD  TATE FRAMEWORK  CRADE LEVEL EXPECTATION  SIDERAL SEARCH STANDARD  SIDERAL STATE FRAMEWORK  CRADE LEVEL EXPECTATION  CONTENT STANDARD  SIDERAL SUBJECT STANDARD  SIDERAL SUBJECT SUB			Comprehension and Collaboration
STATE FRAMEWORK  CT.CC.L. STATE FRAMEWORK  CONVENTENT STANDARD  CT.CC.L. STATE FRAMEWORK  CRADE LEVEL EXPECTATION  CT.CC.L. SL.4.1.  Conventions of Standard English EXPECTATION  CT.CC.L.  Conventions of Standard English  Conventions of Standard English  EXPECTATION  CT.CC.L.  Conventions of Standard English  CONTENT STANDARD  CT.CC.L.  CONVENTION  CT.CC.L.  CONVENTION  CT.CC.L.  CONVENTION  CT.CC.L.  CONVENTION  CT.CC.L.  CONVENTION  CT.CC.L.  CONVENTION  CT.CC.L.  CT.C.C.L.  CT.CC.L.  CT.C.C.L.		SL.4.2.	
GRADE LEVEL EXPECTATION  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  GRADE LEVEL EXPECTATION  SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  CT.CC.L. Language Standards  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR  L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  CT.CC.L. Language Standards  Knowledge of Language  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	CONTENT		Speaking and Listening Standards
Appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  GRADE LEVEL EXPECTATION  SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  DOMAIN / CONTENT STANDARD  STATE Conventions of Standard English  GRADE LEVEL EXPECTATION  L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR  L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  DOMAIN / CONTENT STANDARD  STATE Knowledge of Language  Knowledge of Language  Knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations			Presentation of Knowledge and Ideas
where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  CT.CC.L. Language Standards  CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CT.CC.L. Language Standards  CT.CC.L. Language Standards  CT.CC.L. Language Standards  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.L. Language Standards  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		SL.4.4.	appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR  L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL ERAMEWORK  GRADE LEVEL EXPECTATION  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations		SL.4.6.	where informal discourse is appropriate (e.g., small-group discussion); use formal English when
GRADE LEVEL EXPECTATION  L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR  L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  DOMAIN / CONTENT STANDARD  CT.CC.L. Language Standards  Knowledge of Language  Knowledge of Language  GRADE LEVEL EXPECTATION  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	CONTENT		Language Standards
INDICATOR  L.4.1(f)  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  L.4.3.  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c)  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations			Conventions of Standard English
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations		L.4.1.	
CONTENT STANDARD  4.  STATE Knowledge of Language  GRADE LEVEL EXPECTATION  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GRADE LEVEL EXPECTATION  L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  INDICATOR  L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	CONTENT		Language Standards
INDICATOR L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations			Knowledge of Language
		L.4.3.	
	INDICATOR	L.4.3(c)	

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	4.	
STANDARD		

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT	CT.CC.L.	Language Standards
STANDARD	4.	
	4.	Vocabulary Acquisition and Use

#### Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

#### **Connecticut State Standards**

#### **Language Arts**

# DOMAIN / CT.CC.W. Writing Standards CONTENT 4. STANDARD

DOMAIN /	CT.CC.W.	Writing Standards
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STATE FRAMEWORK		Text Types and Purposes
STANDARD		

# DOMAIN / CT.CC.W. Writing Standards CONTENT 4. STANDARD

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

13 15 16 4 76 5		
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
- · · · · -	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FRAMEWORK  GRADE LEVEL	<b>L.4.2.</b> L.4.2(a)	Demonstrate command of the conventions of standard English capitalization,
FRAMEWORK  GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR	L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT	L.4.2(a) L.4.2(d) CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	L.4.2(a) L.4.2(d) CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	L.4.2(a)  L.4.2(d)  CT.CC.L. 4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
FRAMEWORK  GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  DOMAIN I CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECT AT ION	L.4.2(a)  L.4.2(d)  CT.CC.L. 4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.L. Language Standards 4.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

#### **Connecticut State Standards**

Grade 4 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	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.	
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text	
STATE FRAMEWORK		Craft and Structure	
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text	
STATE FRAMEWORK		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.	
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text	
STATE FRAMEWORK		Range of Reading and Level of Text Complexity	

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
		ideas and expressing their own clearly.

INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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#### **Connecticut State Standards**

#### **Language Arts**

#### Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN /
CONTENT
<b>STANDARD</b>

CT.CC.W. Writing Standards 4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN /	C
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STANDARD	

# CT.CC.S Speaking and Listening Standards ..4.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
	L.4.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FRAMEWORK  GRADE LEVEL	L.4.2. L.4.2(a)	Demonstrate command of the conventions of standard English capitalization,
FRAMEWORK  GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION  INDICATOR	L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT	L.4.2(a)  L.4.2(d)  CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.
FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	L.4.2(a)  L.4.2(d)  CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	L.4.2(a)  L.4.2(d)  CT.CC.L. 4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION	L.4.2(a)  L.4.2(d)  CT.CC.L. 4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 24: Unit 7 Inventive Writing, p. 191-196

#### **Connecticut State Standards**

Grade 4 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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### Lesson 25: Unit 7 Inventive Writing, p. 197-202

#### **Connecticut State Standards**

DOMAIN /
CONTENT
<b>STANDARD</b>

CT.CC.W. Writing Standards 4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.

INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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#### **Connecticut State Standards**

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DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT ST ANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT ST ANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").

DOMAIN /
CONTENT
STANDARD

#### CT.CC.W. Writing Standards

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STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.

DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		Lesson 27: Unit 7 Inventive Writing, p. 211-218
		Connecticut State Standards
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	Grade 4 - Adopted. 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards	
STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.

INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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#### **Connecticut State Standards**

#### Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT ST ANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").

DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards

#### STATE **Conventions of Standard English** FRAMEWORK GRADE LEVEL Demonstrate command of the conventions of standard English grammar and usage L.4.1. **EXPECTATION** when writing or speaking. INDICATOR Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather L.4.1(d) than a red small bag). INDICATOR L.4.1(e) Form and use prepositional phrases. INDICATOR L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		Lesson 29: Unit 7 Inventive Writing, p. 227-234
		Connecticut State Standards
		Language Arts
DOMAIN / CONTENT STANDARD	CT.CC.W.	Grade 4 - Adopted: 2010  Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, and editing.

EXPECTATION

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.W. Writing Standards 4.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	4.	
STANDARD		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Lesson 30: Unit 7 Inventive Writing, p. 235-239

#### **Connecticut State Standards**

Grade 4 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	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").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.

INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).