Main Criteria: Discoveries in Writing

Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Washington DC Academic Standards

Language Arts

| | | Language Arts | |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--|
| | Grade 4 - Adopted: 2010 | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text | |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details | |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text | |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure | |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.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. | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text | |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas | |
| STUDENT | 4.RI.8. | Explain how an author uses reasons and evidence to support particular points in a text. | |

EXPECTATION /
ESSENTIAL
SKILL

| CONTENT | |
|------------|---|
| STANDARD | I |
| STRAND / | |
| DISCIPLINE | |

RI.

DC.CC.4. Reading Standards for Informational Text

| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION I ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / STRAND / | | Writing Standards Production and Distribution of Writing |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | W. | Production and Distribution of Writing 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 |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / | 4.W.4. | Production and Distribution of Writing 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.) |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.W.4. | Production and Distribution of Writing 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.) Writing Standards |

and evidence to support particular points in a text").

| CONTENT | |
|------------|---|
| STANDARD | I |
| STRAND / | |
| DISCIPLINE | |

DC.CC.4. Speaking and Listening Standards SL.

| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| | | |

STUDENT EXPECTATION / **ESSENTIAL** SKILL

4.L.6.

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

Lesson 02: Unit 2 Writing from Notes, p. 19-26

Washington DC Academic Standards

| Language Arts | | |
|-------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Grade 4 - Adopted: 2010 | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.8. | Explain how an author uses reasons and evidence to support particular points in a text. |

| CONTENT |
|------------|
| STANDARD |
| STRAND / |
| DISCIPLINE |

RI.

DC.CC.4. Reading Standards for Informational Text

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.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. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| STANDARD I ESSENTIAL SKILL | | Text Types and Purposes |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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 / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |

| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT | DC.CC.4. | Writing Standards |
| ST AND ARD / ST RAND / DISCIPLINE | W. | witting Standards |
| STANDARD / STRAND / | | Range of Writing |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | W. | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / | 4.W.10. | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.W.10. | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | 4.W.10. DC.CC.4. SL. | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration 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' |

| EXPECTATION | 4.SL.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. |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD I ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |

| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | Lesson 03: Unit 2 Writing from Notes in 27-34 |

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

Washington DC Academic Standards

Language Arts

Grade 4 - Adopted: 2010

| CONTENT | |
|------------|---|
| STANDARD | I |
| STRAND / | |
| DISCIPLINE | |

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

| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
|---------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT ST ANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT ST ANDARD / ST RAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |

| STANDARD / ESSENTIAL SKILL | | Fluency |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT | DC.CC.4. | Language Standards |
| STANDARD / STRAND / DISCIPLINE | L. | |
| STANDARD / STRAND / | | Conventions of Standard English |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | L. | Demonstrate command of the conventions of standard English capitalization, |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL | L. 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION | 4.L.2. 4.L.2.a. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / | 4.L.2.a. 4.L.2.d. DC.CC.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. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.L.2.a. 4.L.2.d. DC.CC.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 |

| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., 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

Washington DC Academic Standards

| | | Grade 4 - Adopted: 2010 |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT ST ANDARD / ST RAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / STRAND / | | Reading Standards for Informational Text Range of Reading and Level of Text Complexity |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | RI. | Range of Reading and Level of Text Complexity 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 |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / | 4.RI.10. | Range of Reading and Level of Text Complexity 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 / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.RI.10. | Range of Reading and Level of Text Complexity 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. Reading Standards: Foundational Skills |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | 4.RI.10. DC.CC.4. RF. | Range of Reading and Level of Text Complexity 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. Reading Standards: Foundational Skills Fluency |

| CONTENT | |
|------------|--|
| STANDARD | |
| STRAND / | |
| DISCIPLINE | |

w.

DC.CC.4. Writing Standards

| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| CT AND ADD / | | |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| ESSENTIAL | 4.W.4. | Production and Distribution of Writing 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.) |
| STUDENT EXPECTATION / ESSENTIAL | 4.W.4. 4.W.5. | 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 |
| STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | | 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by |
| STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / | 4.W.5. | 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.W.5. | 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writing Standards |

and evidence to support particular points in a text").

| CONTENT | |
|------------|---|
| STANDARD | I |
| STRAND / | |
| DISCIPLINE | |

DC.CC.4. Writing Standards W.

| STANDARD / ESSENTIAL SKILL | | Range of Writing |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|-------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| CONTENT | DC.CC.4. | Language Standards |
| STANDARD / STRAND / DISCIPLINE | L. | |
| STRAND / | L. | Vocabulary Acquisition and Use |

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

Washington DC Academic Standards

| Grade 4 - Adopted: 2010 | | |
|-------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RL. | Reading Standards for Literature |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RL.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RL.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RL. | Reading Standards for Literature |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RL.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. |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | 4.W.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | 4.W.3.c. | Use a variety of transitional words and phrases to manage the sequence of events. |
| EXPECTATION | 4.W.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | 4.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|-------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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]."). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| | | |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| | | |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| ESSENTIAL | 4.L.3. | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| EXPECTATION | 4.L.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). |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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

Washington DC Academic Standards

Language Arts

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 4.W.3. Write narratives to develop real or imagined experiences or events using effective **EXPECTATION** / technique, descriptive details, and clear event sequences. **ESSENTIAL SKILL EXPECTATION** 4.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **EXPECTATION** 4.W.3.c. Use a variety of transitional words and phrases to manage the sequence of events. EXPECTATION 4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events

precisely.

| EXPECTATION | 4.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the |

| | DC.CC.4. SL. | Speaking and Listening Standards |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ST ANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |

EXPECTATION 4.L.3.b. Choose punctuation for effect.

| EXPECTATION | 4.L.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). |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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

Washington DC Academic Standards

| | | Language Arts |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Grade 4 - Adopted: 2010 |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RL. | Reading Standards for Literature |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RL.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RL.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RL. | Reading Standards for Literature |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RL.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |

| STANDARD / ESSENTIAL | | Fluency |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / ESSENTIAL SKILL | 7.111.7. | Read with sufficient accuracy and nucley to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | 4.W.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | 4.W.3.c. | Use a variety of transitional words and phrases to manage the sequence of events. |
| EXPECTATION | 4.W.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | 4.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|-------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.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]."). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
|-------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| ST ANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

Washington DC Academic Standards

Language Arts

Grade 4 - Adopted: 2010

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | 4.W.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | 4.W.3.c. | Use a variety of transitional words and phrases to manage the sequence of events. |
| EXPECTATION | 4.W.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | 4.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION I ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

Conventions of Standard English

STANDARD / ESSENTIAL

SKILL

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / STRAND / | | Vocabulary Acquisition and Use |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | L. | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL | L. 4.L.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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / | 4.L.4.c. DC.CC.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. 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. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.L.4.c. DC.CC.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. 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 |

SKILL

DC.CC.4. L.

DC.CC.4. Language Standards

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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

Washington DC Academic Standards

| | | Grade 4 - Adopted: 2010 |
|-------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL | | Integration of Knowledge and Ideas |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

ESSENTIAL SKILL

| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 4.L.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | 4.L.5.c. | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| CONTENT STANDARD / STRAND / | DC.CC.4. L. | Language Standards |
| DISCIPLINE | | |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |

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

Washington DC Academic Standards

Language Arts

DC.CC.4. Reading Standards for Informational Text CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details** ESSENTIAL **SKILL** STUDENT 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when EXPECTATION / drawing inferences from the text. **ESSENTIAL** SKILL STUDENT 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the EXPECTATION / text. **ESSENTIAL** SKILL Reading Standards for Informational Text CONTENT DC.CC.4. STANDARD / RI. STRAND / **DISCIPLINE** STANDARD / Craft and Structure **ESSENTIAL** SKILL

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
|---------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT ST ANDARD / ST RAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| | | |

| EXPECTATION | 4.W.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. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD I ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD I ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / | DC.CC.4. SL. | Speaking and Listening Standards |

Presentation of Knowledge and Ideas

STRAND / DISCIPLINE

STANDARD / ESSENTIAL

SKILL

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|-------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 4.L.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | 4.L.5.c. | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., 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

Washington DC Academic Standards

Language Arts

| | | Grade 4 - Adopted: 2010 |
|-------------------------------------------------|-----------------|------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| | | |

| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| | | |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / | 4.W.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 |
| ESSENTIAL SKILL | | audiences. |
| ESSENTIAL | DC.CC.4. SL. | |
| ESSENTIAL SKILL CONTENT STANDARD / STRAND / | | audiences. |
| ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | audiences. Speaking and Listening Standards |
| ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | SL. | audiences. Speaking and Listening Standards Comprehension and Collaboration 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' |
| ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL | SL. 4.SL.1. | Speaking and Listening Standards Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that |
| ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION | 4.SL.1. 4.SL.1.a. | Speaking and Listening Standards Comprehension and Collaboration 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. 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. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 4.L.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | 4.L.5.c. | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

Washington DC Academic Standards

Language Arts

| | | Languago / 110 |
|-------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| | | Grade 4 - Adopted: 2010 |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.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. |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD I ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD I ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / STRAND / | | Speaking and Listening Standards Presentation of Knowledge and Ideas |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | SL. | 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 |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / | 4.SL.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. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.SL.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 |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | 4.SL.6. DC.CC.4. L. | 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 |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 4.L.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.

CONTENT STANDARD / STRAND / DISCIPLINE

L.

DC.CC.4. Language Standards

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | 4.L.5.c. | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| CONTENT STANDARD / | DC.CC.4. | Language Standards |
| STRAND / DISCIPLINE | L. | |
| | | Vocabulary Acquisition and Use |

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

Washington DC Academic Standards

Language Arts

DC.CC.4. Reading Standards for Informational Text CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when EXPECTATION / drawing inferences from the text. **ESSENTIAL** SKILL STUDENT 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the EXPECTATION / text. **ESSENTIAL** SKILL Reading Standards for Informational Text CONTENT DC.CC.4. STANDARD / RI. STRAND / **DISCIPLINE** STANDARD / Craft and Structure **ESSENTIAL** SKILL

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
|---------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT ST ANDARD / ST RAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| | | |

| EXPECTATION | 4.W.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. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD I ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD I ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / | DC.CC.4. SL. | Speaking and Listening Standards |

Presentation of Knowledge and Ideas

STRAND / DISCIPLINE

STANDARD / ESSENTIAL

SKILL

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|-------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |

| CONTENT | | | |
|------------|--|--|--|
| STANDARD / | | | |
| STRAND / | | | |
| DISCIPLINE | | | |

DC.CC.4. Language Standards L.

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 4.L.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | 4.L.5.c. | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., 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

Washington DC Academic Standards

Language Arts

CONTENT STANDARD / STRAND / **DISCIPLINE**

W.

DC.CC.4. Writing Standards

| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | 4.W.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | 4.W.3.c. | Use a variety of transitional words and phrases to manage the sequence of events. |
| EXPECTATION | 4.W.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | 4.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| EXPECTATION | 4.W.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"). |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
|---------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT ST ANDARD / ST RAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

STRAND / DISCIPLINE

4.L.6.

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

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

Washington DC Academic Standards

Language Arts

| - Language Arts | | | |
|-------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | Grade 4 - Adopted: 2010 | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards | |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes | |
| STUDENT EXPECTATION I ESSENTIAL SKILL | 4.W.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| EXPECTATION | 4.W.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | |
| EXPECTATION | 4.W.3.c. | Use a variety of transitional words and phrases to manage the sequence of events. | |
| EXPECTATION | 4.W.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. | |
| EXPECTATION | 4.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards | |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing | |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) | |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| CONTENT STANDARD / | DC.CC.4. W. | Writing Standards | |

| ST ANDARD I ESSENTIAL SKILL | | Research to Build and Present Knowledge |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

| CONTENT |
|------------|
| STANDARD |
| STRAND / |
| DISCIPLINE |

DC.CC.4. Speaking and Listening Standards SL.

| ST ANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
|---------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT ST ANDARD / ST RAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION 4.L.3.a. Choose words and phrases to convey ideas precisely.

| 4.L.3.b. | Choose punctuation for effect. |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.L.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). |
| DC.CC.4. L. | Language Standards |
| | Vocabulary Acquisition and Use |
| 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | 4.L.3.c. DC.CC.4. L. |

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

Washington DC Academic Standards

Language Arts

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

| | | Grade 4 - Adopted. 2010 |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| ST ANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | Lesson 17: Unit 5 Writing from Pictures, p. 129-134 |
| | | |

Washington DC Academic Standards

Language Arts Grade 4 - Adopted: 2010

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | 4.W.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |

| EXPECTATION | 4.W.3.c. | Use a variety of transitional words and phrases to manage the sequence of events. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | 4.W.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD I ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT | 4.SL.6. | |
| EXPECTATION / ESSENTIAL SKILL | | 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. |
| ESSENTIAL | DC.CC.4. L. | where informal discourse is appropriate (e.g., small-group discussion); use formal English when |
| ESSENTIAL SKILL CONTENT STANDARD / STRAND / | DC.CC.4. | where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | DC.CC.4. | where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language Standards |

| EXPECTATION | 4.L.1.e. | Form and use prepositional phrases. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Washington DC Academic Standards

Grade 4 - Adopted: 2010

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD I ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |

| EXPECTATION | 4.SL.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. |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| | | |

STUDENT EXPECTATION / ESSENTIAL SKILL

EXPECTATION /
ESSENTIAL
SKILL

4.L.6.

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

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

Washington DC Academic Standards

Language Arts

| | | Carda 4 Adamada 2010 |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Grade 4 - Adopted: 2010 |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD I ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by |

planning, revising, and editing.

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that |

Follow agreed-upon rules for discussions and carry out assigned roles.

that contribute to the discussion and link to the remarks of others.

Pose and respond to specific questions to clarify or follow up on information, and make comments

EXPECTATION

EXPECTATION

4.SL.1.b.

4.SL.1.c.

| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
|---------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT ST ANDARD / ST RAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| | | |

| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| OT AND ADD / | | |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |

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

Washington DC Academic Standards

Language Arts

| | | Language Arts |
|-------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| | | Grade 4 - Adopted: 2010 |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL | 4.Rl.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. |

SKILL

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION I ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |

CONTENT STANDARD /

STRAND / DISCIPLINE W.

DC.CC.4. Writing Standards

| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, |

| CONTENT | |
|------------|---|
| STANDARD | I |
| STRAND / | |
| DISCIPLINE | |

DC.CC.4. Speaking and Listening Standards SL.

| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
|-------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |

| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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

Washington DC Academic Standards

Language Arts

CONTENT DC.CC.4. **Writing Standards** STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Text Types and Purposes ESSENTIAL SKILL** 4.W.2. **STUDENT** Write informative/explanatory texts to examine a topic and convey ideas and EXPECTATION / information clearly. **ESSENTIAL SKILL EXPECTATION** 4.W.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. **EXPECTATION** 4.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **EXPECTATION** 4.W.2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4.W.2.d. **EXPECTATION** Use precise language and domain-specific vocabulary to inform about or explain the topic. **EXPECTATION** 4.W.2.e. Provide a concluding statement or section related to the information or explanation presented. DC.CC.4. **Writing Standards** CONTENT STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Production and Distribution of Writing ESSENTIAL** SKILL

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD I ESSENTIAL SKILL | | Comprehension and Collaboration |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT | DO 00 4 | |
| STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / STRAND / | | Conventions of Standard English |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | L. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | 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 |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION | 4.L.1. 4.L.1.d. | 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). |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / | 4.L.1.d. 4.L.1.f. DC.CC.4. | 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). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.L.1.d. 4.L.1.f. DC.CC.4. | 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). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards |

| CONTENT STANDARD / ESSENTIAL STANDARD / STRAND / DISCIPLINE EXPECTATION 4.L.3. Choose words and phrases to convey ideas precisely. EXPECTATION 4.L.3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). EXPECTATION 4.L.3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / STRAND / DISCIPLINE STANDARD / STRAND / DISCIPLINE STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / BESENTIAL STUDENT EXPECTATION 4.L.3. Choose words and phrases to convey ideas precisely. EXPECTATION 4.L.3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / STRAND / DISCIPLINE STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and | EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION 4.L.3. Choose words and phrases to convey ideas precisely. EXPECTATION 4.L.3.b. Choose punctuation for effect. EXPECTATION 4.L.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). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL Vocabulary Acquisition and Use STUDENT EXPECTATION / ESSENTIAL 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 | STANDARD / STRAND / | | Language Standards |
| EXPECTATION / ESSENTIAL SKILL EXPECTATION 4.L.3.a. Choose words and phrases to convey ideas precisely. EXPECTATION 4.L.3.b. Choose punctuation for effect. EXPECTATION 4.L.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). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and | ESSENTIAL | | Knowledge of Language |
| EXPECTATION 4.L.3.b. Choose punctuation for effect. EXPECTATION 4.L.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). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and | EXPECTATION / ESSENTIAL | 4.L.3. | |
| EXPECTATION 4.L.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). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and | EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| where informal discourse is appropriate (e.g., small-group discussion). CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and | EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL STUDENT EXPECTATION / ESSENTIAL Whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and | EXPECTATION | 4.L.3.c. | |
| STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and EXPECTATION / 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 | STANDARD / STRAND / | | Language Standards |
| EXPECTATION / phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, essential whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and | ESSENTIAL | | Vocabulary Acquisition and Use |
| F | EXPECTATION / ESSENTIAL | 4.L.6. | 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 22: Unit 6 Summarizing Multiple References, p. 171-184

Washington DC Academic Standards

Language Arts

| | | Language / It is |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------|
| | | Grade 4 - Adopted: 2010 |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.Rl.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

| STRAND / DISCIPLINE | Ki. | |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Craft and Structure |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| STANDARD / ESSENTIAL SKILL | | Integration of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RI. | Reading Standards for Informational Text |
| ST ANDARD / ESSENTIAL SKILL | | Range of Reading and Level of Text Complexity |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RI.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. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. RF. | Reading Standards: Foundational Skills |
| STANDARD / ESSENTIAL SKILL | | Fluency |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |

DC.CC.4. Reading Standards for Informational Text

CONTENT

STANDARD /

RI.

| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
|-------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STUDENT

EXPECTATION / ESSENTIAL SKILL

4.L.3.

| EXPECTATION | 4.L.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). |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

Washington DC Academic Standards

Language Arts

CONTENT DC.CC.4. **Writing Standards** STANDARD / W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL** STUDENT 4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and EXPECTATION / information clearly. **ESSENTIAL SKILL EXPECTATION** 4.W.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. **EXPECTATION** 4.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **EXPECTATION** Link ideas within categories of information using words and phrases (e.g., another, for example, 4.W.2.c. also, because).

| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / STRAND / | | Language Standards Conventions of Standard English |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | L. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL | L. 4.L.1. | 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 |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION | 4.L.1. 4.L.1.d. | 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). |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION | 4.L.1.d. 4.L.1.d. | 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). Form and use prepositional phrases. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / | 4.L.1.d. 4.L.1.e. 4.L.1.f. DC.CC.4. | 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). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |

| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | Loccon 24: Unit 7 Inventive Writing in 101 106 |

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

Washington DC Academic Standards

Language Arts

| Grade 4 - Adopted: 2010 | | |
|-------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

W.

DC.CC.4. Writing Standards

| STANDARD / ESSENTIAL SKILL | | Range of Writing |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | Lesson 25: Unit 7 Inventive Writing in 197-202 |

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Washington DC Academic Standards

Language Arts

| | | Grade 4 - Adopted: 2010 |
|-------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |

| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / STRAND / | | Writing Standards Research to Build and Present Knowledge |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | W. | Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / | 4.W.8. | Research to Build and Present Knowledge 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. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.W.8. | Research to Build and Present Knowledge 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. Writing Standards |

| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.e. | Form and use prepositional phrases. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / STRAND / | | Language Standards Vocabulary Acquisition and Use |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | | |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | L. | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL | L. 4.L.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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / | 4.L.4.c. DC.CC.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. 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. |
| STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | 4.L.4.c. DC.CC.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. 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 |

| CONTENT |
|------------|
| STANDARD / |
| STRAND / |
| DISCIPLINE |

DC.CC.4. Language Standards L.

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

Lesson 26: Unit 7 Inventive Writing, p. 203-210

Washington DC Academic Standards

Language Arts

| | | Grade 4 - Adopted: 2010 |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |

| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.e. | Form and use prepositional phrases. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| | | |

| CONTENT | |
|------------|---|
| STANDARD | I |
| STRAND / | |
| DISCIPLINE | |
| | |

DC.CC.4. Language Standards L.

| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / STRAND / | | Language Standards Vocabulary Acquisition and Use |

Lesson 27: Unit 7 Inventive Writing, p. 211-218

Washington DC Academic Standards

Language Arts

| CONTENT |
|------------|
| STANDARD |
| STRAND / |
| DISCIPLINE |

DC.CC.4. Writing Standards W.

| DISCIPLINE | | |
|------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

DC.CC.4. Writing Standards W.

| STANDARD / ESSENTIAL SKILL | | Range of Writing |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.1.e. | Form and use prepositional phrases. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | 4.L.5.c. | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |
|------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

Lesson 28: Unit 7 Inventive Writing, p. 219-226

| Washington DC Academic Standards | | |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Language Arts |
| | | Grade 4 - Adopted: 2010 |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
|-------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION I ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION I ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |

| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.e. | Form and use prepositional phrases. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.L.3.a. | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| | | |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / STRAND / | | Language Standards Vocabulary Acquisition and Use |

Lesson 29: Unit 7 Inventive Writing, p. 227-234

Washington DC Academic Standards

Language Arts

Grade 4 - Adopted: 2010 CONTENT DC.CC.4. **Writing Standards** STANDARD / W. STRAND / **DISCIPLINE Production and Distribution of Writing** STANDARD / **ESSENTIAL** SKILL With guidance and support from peers and adults, develop and strengthen writing as needed by STUDENT 4.W.5. EXPECTATION / planning, revising, and editing. **ESSENTIAL** SKILL CONTENT DC.CC.4. **Writing Standards** STANDARD / W. STRAND / **DISCIPLINE** STANDARD / Range of Writing **ESSENTIAL** SKILL STUDENT 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter EXPECTATION / time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and **ESSENTIAL** audiences.

SKILL

| CONTENT | |
|-----------------|---|
| STANDARD | I |
| STRAND / | |
| DISCIPLINE | |

DC.CC.4. Speaking and Listening Standards SL.

| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| ST ANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.e. | Form and use prepositional phrases. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
|-------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Knowledge of Language |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.3.b. | Choose punctuation for effect. |
| EXPECTATION | 4.L.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). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL | | Vocabulary Acquisition and Use |

SKILL

STUDENT 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and EXPECTATION / phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, **ESSENTIAL** whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and SKILL endangered when discussing animal preservation).

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

Washington DC Academic Standards

Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.4.

Writing Standards

| STANDARD / ESSENTIAL SKILL | | Text Types and Purposes |
|-------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.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. |
| EXPECTATION | 4.W.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | 4.W.2.c. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| EXPECTATION | 4.W.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | 4.W.2.e. | Provide a concluding statement or section related to the information or explanation presented. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Production and Distribution of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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.) |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Research to Build and Present Knowledge |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL | | Research to Build and Present Knowledge |
| SKILL | | |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION | 4.W.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"). |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. W. | Writing Standards |
| STANDARD / ESSENTIAL SKILL | | Range of Writing |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.W.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 / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.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. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| EXPECTATION | 4.SL.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. SL. | Speaking and Listening Standards |
| STANDARD / ESSENTIAL SKILL | | Presentation of Knowledge and Ideas |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.SL.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |

| STANDARD / | | Conventions of Standard English |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ESSENTIAL SKILL | | |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | 4.L.1.d. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | 4.L.1.e. | Form and use prepositional phrases. |
| EXPECTATION | 4.L.1.f. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.4. L. | Language Standards |
| STANDARD / ESSENTIAL SKILL | | Conventions of Standard English |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 4.L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | 4.L.2.a. | Use correct capitalization. |
| | | |
| EXPECTATION | 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed. |
| CONTENT STANDARD / STRAND / DISCIPLINE | 4.L.2.d. DC.CC.4. L. | Spell grade-appropriate words correctly, consulting references as needed. Language Standards |
| CONTENT STANDARD / STRAND / | DC.CC.4. | |
| CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL | DC.CC.4. | Language Standards |
| CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL | DC.CC.4. L. | Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or |
| CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL | DC.CC.4. L. | Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION | DC.CC.4. L. 4.L.3. | Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. |
| CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION | DC.CC.4. L. 4.L.3. 4.L.3.a. | Language Standards Knowledge of Language 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 |

STUDENT 4.L.6.

EXPECTATION /
ESSENTIAL

SKILL

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).