# Main Criteria: Discoveries in Writing

**Secondary Criteria:** Delaware Standards and Instruction

Subject: Language Arts

Grade: 4

### **Discoveries in Writing**

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

### **Delaware Standards and Instruction**

		Grade <b>4</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD /	DE.CC4L.	Languaga Standarda K.E.
STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR	DE.CC4L.	Vocabulary Acquisition and Use

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

# **Delaware Standards and Instruction**

Eariguage Arts		
Grade <b>4</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)

ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST ANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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, p. 27-34

### **Delaware Standards and Instruction**

Grade 4 - Adopted: 2010			
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.	
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	

ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas

ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

# **Delaware Standards and Instruction**

Grade 4 - Adopted: 2010		
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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).

# **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RL3.	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).
STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RL1 0.	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.
STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4	Read on-level text with purpose and understanding.
BENCHMARK		Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	a. CC4RF4	Use context to confirm or self-correct word recognition and understanding, rereading as
BENCHMARK STANDARD /	a. CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK  STANDARD / STRAND	a. CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards K-5

BENCHMARK	CC4W3c	Use a variety of transitional words and phrases to manage the sequence of events.
BENCHMARK	CC4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a	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].").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERST ANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.

BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
	DE.CC4L.	Language Standards K-5  Vocabulary Acquisition and Use

DE.CC4L. Language Standards K-5

STANDARD /

STRAND

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

# **Delaware Standards and Instruction**

		Grade <b>4</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3c	Use a variety of transitional words and phrases to manage the sequence of events.
BENCHMARK	CC4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

### **Delaware Standards and Instruction**

Grade <b>4</b> - Adopted: <b>2010</b>			
STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

ENDURING UNDERSTANDI NG	CC4RL3.	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).
STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RL1 0.	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.
STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3c	Use a variety of transitional words and phrases to manage the sequence of events.
BENCHMARK	CC4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a	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].").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

# **Delaware Standards and Instruction**

**Language Arts** 

Grade 4 - Adopted: 2010

STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3c	Use a variety of transitional words and phrases to manage the sequence of events.
BENCHMARK	CC4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4c.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

# **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and
UNDERSTANDI NG		research.
	CC4W9b	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").
NG	CC4W9b . DE.CC4W	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons
BENCHMARK STANDARD /		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").
BENCHMARK  STANDARD / STRAND		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").  Writing Standards K-5
BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC4W	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").  Writing Standards K-5  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
BENCHMARK  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI NG  STANDARD I	DE.CC4W  CC4W10  DE.CC4S	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").  Writing Standards K-5  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.
BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND	DE.CC4W  CC4W10  DE.CC4S	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").  Writing Standards K-5  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 K-5

BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
INDICATOR		

ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
BENCHMARK	CC4L4c.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

### **Delaware Standards and Instruction**

#### **Language Arts**

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

STANDARD / STRAND

DE.CC4R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD /	DE.CC4S	Charling and Lintaning Standards IV E
STRAND	L.	Speaking and Listening Standards K-5
		Comprehension and Collaboration
STRAND /		
STRAND / INDICATOR  ENDURING UNDERSTANDI	L.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats,
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC4SL2.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC4SL2.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4SL2.  DE.CC4S L.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5  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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / INDICATOR	CC4SL2.  DE.CC4S L.  CC4SL6.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5  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.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / STRAND / STRAND / STRAND / STRAND	CC4SL2.  DE.CC4S L.  CC4SL6.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5  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 K-5

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
	DE.CC4L.	Language Standards K-5  Vocabulary Acquisition and Use
STRAND /	DE.CC4L.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC4L4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word
STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4L4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK	CC4L4a. CC4L4a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  STANDARD / STRAND	CC4L4a. CC4L4a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  Language Standards K-5
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4L4a.  CC4L4c.  DE.CC4L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  Language Standards K-5  Vocabulary Acquisition and Use  Demonstrate understanding of figurative language, word relationships, and nuances in

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

# **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1	
	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	b.  CC4SL1 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.
BENCHMARK	CC4SL1	Pose and respond to specific questions to clarify or follow up on information, and make comments
	CC4SL1 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.  Review the key ideas expressed and explain their own ideas and understanding in light of the
BENCHMARK STANDARD /	CC4SL1 c.  CC4SL1 d.  DE.CC4S	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
BENCHMARK  STANDARD / STRAND	CC4SL1 c.  CC4SL1 d.  DE.CC4S	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST ANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

BENCHMARK	CC4L4c.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

### **Delaware Standards and Instruction**

Language Arts			
Grade 4 - Adopted: 2010			
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
	DE.CC4W	Writing Standards K-5  Text Types and Purposes
STRAND /	DE.CC4W	ŭ
STRAND / INDICATOR  ENDURING UNDERSTANDI		Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC4W2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4W2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4W2a . CC4W2b .	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within categories of information using words and phrases (e.g., another, for example,
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK	CC4W2a CC4W2b CC4W2c	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.

BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
BENCHMARK	CC4L4c.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

### **Delaware Standards and Instruction**

Grade <b>4</b> - Adopted: <b>2010</b>			
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Key Ideas and Details	

ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERST ANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
		Speaking and Listening Standards K-5  Comprehension and Collaboration
STRAND /		
STRAND / INDICATOR  ENDURING UNDERSTANDI	L.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats,
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC4SL2.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC4SL2.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4SL2.  DE.CC4S L.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5  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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / INDICATOR	CC4SL2.  DE.CC4S L.  CC4SL6.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5  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.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / STRAND / STRAND / STRAND / STRAND	CC4SL2.  DE.CC4S L.  CC4SL6.	Comprehension and Collaboration  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Speaking and Listening Standards K-5  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 K-5

BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
BENCHMARK	CC4L4c.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STANDARD /	DE.CC4L.	Language Standards K-5
STRAND		

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

### **Delaware Standards and Instruction**

		Grade <b>4</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3c	Use a variety of transitional words and phrases to manage the sequence of events.
BENCHMARK	CC4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
UNDERSTANDI	CC4SL1 a.	teacher-led) with diverse partners on grade 4 topics and texts, building on others'
UNDERST ANDI NG	CC4SL1	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
NG BENCHMARK	CC4SL1 a.	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
BENCHMARK BENCHMARK	CC4SL1 a. CC4SL1 b. CC4SL1	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions to clarify or follow up on information, and make comments
BENCHMARK  BENCHMARK	CC4SL1 a.  CC4SL1 b.  CC4SL1 c.	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  Review the key ideas expressed and explain their own ideas and understanding in light of the
BENCHMARK  BENCHMARK  BENCHMARK  BENCHMARK	CC4SL1 a.  CC4SL1 b.  CC4SL1 c.  CC4SL1 d.	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

## **Delaware Standards and Instruction**

_anguage /// to		
		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3c	Use a variety of transitional words and phrases to manage the sequence of events.
BENCHMARK	CC4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

### **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.

BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1	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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

#### **Delaware Standards and Instruction**

**Language Arts** 

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

STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3c	Use a variety of transitional words and phrases to manage the sequence of events.
BENCHMARK	CC4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
		Speaking and Listening Standards K-5  Presentation of Knowledge and Ideas
STRAND /		
STRAND / INDICATOR  ENDURING UNDERSTANDI	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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC4SL6.	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.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC4SL6.	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 K-5
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4SL6.	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 K-5  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC4SL6.  DE.CC4L.	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 K-5  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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4SL6.  DE.CC4L.  CC4L1.	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 K-5  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).

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3b.	Choose punctuation for effect.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations
BENCHMARK STANDARD /	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

### **Delaware Standards and Instruction**

		Grade <b>4</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

### **Delaware Standards and Instruction**

		Grade <b>4</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

## **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDI NG	CC4RI10	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	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR		
ENDURING UNDERSTANDI NG	CC4W8.	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.
ENDURING UNDERSTANDI	CC4W8.	sources; take notes and categorize information, and provide a list of sources.
ENDURING UNDERSTANDI NG STANDARD I		sources; take notes and categorize information, and provide a list of sources.
ENDURING UNDERSTANDI NG  STANDARD I STRAND		sources; take notes and categorize information, and provide a list of sources.  Writing Standards K-5
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC4W	sources; take notes and categorize information, and provide a list of sources.  Writing Standards K-5  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and
ENDURING UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI NG	DE.CC4W	writing Standards K-5  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons
ENDURING UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	DE.CC4W9.  CC4W9b  DE.CC4S	Writing Standards K-5  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  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").
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND  STRAND	DE.CC4W9.  CC4W9b  DE.CC4S	Writing Standards K-5  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  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").  Speaking and Listening Standards K-5

BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
	DE.CC4L.	Language Standards K-5  Vocabulary Acquisition and Use

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

### **Delaware Standards and Instruction**

Grade <b>4</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5

STRAND /		
INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERST ANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
	DE.CC4W	Writing Standards K-5  Range of Writing
STRAND /	DE.CC4W  CC4W10	ŭ
STRAND / INDICATOR  ENDURING UNDERSTANDI		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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC4W10	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.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC4W10	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 K-5
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4W10 DE.CC4S	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 K-5  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'
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING	CC4SL1	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 K-5  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

BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

### **Delaware Standards and Instruction**

Grade <b>4</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10	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.

STRAND	F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1	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.

DE.CC4R Reading Standards: Foundational Skills (K-5)

STANDARD /

BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
	DE.CC4L.	Language Standards K-5  Vocabulary Acquisition and Use

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

## **Delaware Standards and Instruction**

Grade <b>4</b> - Adopted: <b>2010</b>			
STANDARD / STRAND	DE.CC4W	Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
BENCHMARK	CC4W2a	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.	
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.	
STANDARD / STRAND	DE.CC4W	Writing Standards K-5	

Production and Distribution of Writing	ENDURING UNDERSTANDI NG  CC4W4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectators for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  CC4W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  STANDARD / STANDARD / DE.CC4W Writing Standards K-5  STRAND / INDICATOR  ENDURING CC4W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  NG  STANDARD / Draw evidence from literary or informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").  STANDARD / STANDARD / DE.CC4W Writing Standards K-5  STANDARD / DE.CC4W Writing Standards K-5  STANDARD / DE.CC4W Writing Standards K-5  STANDARD / DE.CC4W Unite notinely over extended time famine; (time for research, reflection, and revision) and shorer time famines (a single siting or a day or tray) for a range of discipline-specific tasks, purposes, and audiences.  STANDARD / DE.CC4S  SPEAKING CC4SIL Engage effectively in a range of collaboration  ENDURING CC4SIL Engage effectively in a range of collaborative discussions (one-on-one, in groups, and tasks, field with eliverse partners on grade 4 topics and texts, building on others' itses and expressing their own clearly.  BENCHMARK CC4SIL Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK CC4SIL Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK CC4SIL Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S Speaking and Listening Standards K-5  STANDARD / DE.CC4S Speaking and Listening Standards K-5  SPEAKING CC4SIL Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
task purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  STANDARD / CC4W5. Writing Standards K-5  STANDARD / STRAND / Planning, revising, and editing.  STANDARD / STRAND / Planning, revising, and editing.  STANDARD / STRAND / STRAND / Planning, revising, and editing.  STANDARD / STRAND / STRAND / Planning, revising, and editing.  STANDARD / Strand / Planning, revising, and editing.  Writing Standards K-5  Writing Standards K-5  Speaking and Listening Standards K-5  Strandard / Strandard / Strandards K-5  Strandard / Strandard	LINDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDU			Production and Distribution of Writing
DE.CC4W Writing Standards K-5  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK CC4W9b Apply grade 4 reading standards to informational texts to support analysis, reflection, and research.  STRAND / INDICATOR  BENCHMARK CC4W9b 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").  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / SPEAKING SPEAKING STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / SPEAKING SPEA	STANDARD / STRAND / NG  STANDARD / STRAND / NG  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  CC4W9b Apply grade 4 reading standards to informational texts to support analysis, reflection, and evidence to support particular points in a text*).  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / INDICATOR  STANDARD / STRAND / NG  STANDARD / STRAND / INDICATOR  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC4SL1. 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.  BENCHMARK CC4SL1 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.  STANDARD / CC4SL1 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.  STANDARD / DE-CC4S Speaking and Listening Standards K-5  STANDARD / De-CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion of Knowledge and Ideas  STANDARD / Presentation of Knowledge and Ideas	UNDERSTANDI	CC4W4.	task, purpose, and audience. (Grade-specific expectations for writing types are defined in
STRAND / INDICATOR  BENCHMARK  CC4W9.  Draw evidence from literary or informational texts to support analysis, reflection, and research.  CC4W9b  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").  STANDARD / STRAND / INDICATOR  DE.CC4W Writing Standards K-5  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC4W10 Writing Standards K-5  STANDARD / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / STANDARD / ST	STRAND	UNDERSTANDI	CC4W5.	
ENDURING UNDERSTANDI NG  ENCHMARK  CC4W9b  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").  STANDARD / STRAND  STRAND / STR	ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING CC4W9b 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").  EXTANDARD / STRAND / STRAN		DE.CC4W	Writing Standards K-5
BENCHMARK  CC4W9b  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").  STANDARD / STRAND / STRAND / STRAND / STRAND / STRAND / STRAND / UNDERSTANDI NG  BENDURING UNDERSTANDI NG  CC4W10  DE.CC4S  Speaking and Listening Standards K-5  Speaking and Listening Standards K-5  STANDARD / STRAND / INDICATOR  COmprehension and Collaboration  CC4SL1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and tracher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  BENCHMARK  CC4SL1  CC4SL1  Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1  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.  STANDARD / DE.CC4S  Speaking and Listening Standards K-5  SPANDARD / DE.CC4S  Speaking and Listening Standards K-5  SPANDARD / DE.CC4S  Apply grade 4 reading standards to information in a text").  Writing Standards	BENCHMARK  CC4W9b  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").  STANDARD / STRAND / DE.CC4W  Writing Standards K-5  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC4W10  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 / STRAND / STRAND / COmprehension and Collaboration  STRAND / STRAND / UNDERSTANDI NG  ENDURING UNDERSTANDI NG  CC4SL1.  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.  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / Speaking and Listening Standards K-5  STANDARD / Presentation of Knowledge and Ideas			Research to Build and Present Knowledge
STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING	STANDARD / STRAND / STRAND / NDICATOR  ENDURING UNDERSTAND / DE.CC4W  DE.CC4W Writing Standards K-5  STANDARD / INDICATOR  ENDURING CC4W10 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 / DE.CC4S  Speaking and Listening Standards K-5  STRAND / INDICATOR  ENDURING CC4SL1. 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.  BENCHMARK CC4SL1 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.  BENCHMARK CC4SL1 Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK CC4SL1 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.  BENCHMARK CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S Speaking and Listening Standards K-5  STRAND / Presentation of Knowledge and Ideas	UNDERSTANDI	CC4W9.	
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and ink to the remarks of others.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND L.  STANDARD / STRAND L.  ENDURING UNDERSTANDI NG  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1  Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion.  STANDARD / STRAND  DE.CC4S  Speaking and Listening Standards K-5  L.  STANDARD / STRAND CC4SL1  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.  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  Follow agreed-upon rules for discussions and carry out assigned roles.  b.  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / Speaking and Listening Standards K-5  STRAND / Presentation of Knowledge and Ideas	BENCHMARK	CC4W9b	
ENDURING UNDERSTANDI NG  CC4W10 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  STRAND / INDICATOR  COmprehension and Collaboration  CC4SL1. 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.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 b.  Follow agreed-upon rules for discussions and carry out assigned roles.  b.  BENCHMARK  CC4SL1 CC	ENDURING UNDERSTANDI NG  STANDARD / STRAND L.  CC4SL1 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.  BENCHMARK CC4SL1 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion.  STANDARD / CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / STRAND / DE.CC4S Speaking and Listening Standards K-5  L.  STANDARD / STRAND / DE.CC4S Speaking and Listening Standards K-5  L.  STANDARD / STRAND / DE.CC4S Speaking and Listening Standards K-5  L.  STANDARD / STRAND / DE.CC4S Speaking and Listening Standards K-5  STRAND / Presentation of Knowledge and Ideas  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and say or two) for a range of discipline-specific tasks, purposes, and audiences.  STANDARD / Speaking and Listening Standards K-5  STRAND / Presentation of Knowledge and Ideas		DE.CC4W	Writing Standards K-5
UNDERSTANDI NG  time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STANDARD / STRAND  DE.CC4S L.  Comprehension and Collaboration  CC4SL1.  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.  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  b.  Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1  CC4SL	UNDERSTANDI NG  DE.CC4S Speaking and Listening Standards K-5 STRAND I L.  Comprehension and Collaboration INDICATOR  ENDURING UNDERSTANDI NG  CC4SL1.  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.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD /  DE.CC4S Speaking and Listening Standards K-5 STRAND / Presentation of Knowledge and Ideas			Range of Writing
STRAND L.  STRAND / INDICATOR  ENDURING UNDERST ANDI NG  ENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S Speaking and Listening Standards K-5	STRAND L.  STRAND I INDICATOR  COmprehension and Collaboration  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENCHMARK  CC4SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that a.  ENCHMARK  CC4SL1 Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / Speaking and Listening Standards K-5  STRAND / Presentation of Knowledge and Ideas	UNDERSTANDI	CC4W10	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  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.  ENCHMARK  CC4SL1 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.  ENCHMARK  CC4SL1 Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S Speaking and Listening Standards K-5	ENDURING UNDERSTANDI NG  CC4SL1. 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.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Follow agreed-upon rules for discussions and carry out assigned roles.  b.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S Speaking and Listening Standards K-5  STRAND / Presentation of Knowledge and Ideas		DE.CC4S L.	Speaking and Listening Standards K-5
UNDERSTANDI NG       teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.         BENCHMARK       CC4SL1 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.         BENCHMARK       CC4SL1 b.       Follow agreed-upon rules for discussions and carry out assigned roles.         BENCHMARK       CC4SL1 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.         BENCHMARK       CC4SL1 d.       Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.         STANDARD /       DE.CC4S       Speaking and Listening Standards K-5	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  b.  Follow agreed-upon rules for discussions and carry out assigned roles.  b.  BENCHMARK  CC4SL1  CC4SL1  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.  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD /  DE.CC4S  Speaking and Listening Standards K-5  STRAND /  Presentation of Knowledge and Ideas			Comprehension and Collaboration
a. preparation and other information known about the topic to explore ideas under discussion.  BENCHMARK  CC4SL1 b.  Follow agreed-upon rules for discussions and carry out assigned roles.  BENCHMARK  CC4SL1 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.  BENCHMARK  CC4SL1 c.  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD /  DE.CC4S  Speaking and Listening Standards K-5	a. preparation and other information known about the topic to explore ideas under discussion.  BENCHMARK  CC4SL1  Follow agreed-upon rules for discussions and carry out assigned roles.  b.  BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD /  STRAND /  Presentation of Knowledge and Ideas	UNDERSTANDI	CC4SL1.	teacher-led) with diverse partners on grade 4 topics and texts, building on others'
BENCHMARK  CC4SL1  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.  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S  Speaking and Listening Standards K-5	BENCHMARK  CC4SL1  CC4SL1  CC4SL1  CC4SL1  CC4SL1  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / STRAND  DE.CC4S  L.  Presentation of Knowledge and Ideas	BENCHMARK		
c. that contribute to the discussion and link to the remarks of others.  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S Speaking and Listening Standards K-5	c. that contribute to the discussion and link to the remarks of others.  BENCHMARK  CC4SL1  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  STANDARD / DE.CC4S  Speaking and Listening Standards K-5  L. Presentation of Knowledge and Ideas	BENCHMARK		Follow agreed-upon rules for discussions and carry out assigned roles.
d. discussion.  STANDARD / DE.CC4S Speaking and Listening Standards K-5	d. discussion.  STANDARD   DE.CC4S   Speaking and Listening Standards K-5   STRAND   Presentation of Knowledge and Ideas	BENCHMARK		
	STRAND L.  STRAND / Presentation of Knowledge and Ideas	BENCHMARK		
				Speaking and Listening Standards K-5
				Presentation of Knowledge and Ideas

ENDURING UNDERSTANDI NG  CC45.6. 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.  STRAND I DE.CC41. Language Standards K-5  STRAND I COnventions of Standard English  ENDURING UNDERSTANDI NG  CC41.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK CC41.1. Form and use prepositional phrases.  BENCHMARK CC41.1. Produce complete sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  BENCHMARK CC41.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  STRAND DECC41. Language Standards K-5  STRAND CONVENTIONS OF Standard English  INDICATOR DECC41. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CC41.2a. Use correct capitalization.  BENCHMARK CC41.2b. Spell grade-appropriate words correctly, consulting references as needed.  STRAND DECC41. Language Standards K-5  STRAND DECC41. Language Standards K-5  STRAND OF CC41.3c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK CC41.3c. Choose words and phrases to convey ideas precisely.  BENCHMARK CC41.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STRAND DECC41. Language Standards K-5  STRAND OF CC41. Language Standards K-5  STRAND OF CC41			
STRAND / INDICATOR   Conventions of Standard English	UNDERSTANDI	CC4SL6.	where informal discourse is appropriate (e.g., small-group discussion); use formal English when
INDICATOR  ENDURING UNDERSTANDI NG  CC4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  EENCHMARK CC4L1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  BENCHMARK CC4L1e. Form and use prepositional phrases.  BENCHMARK CC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and nun-ons.  STRAND DEC4L Language Standards K-5  STRAND CONVENTION CC4L2. Demonstrate command of the conventions of standard English capitalization, purctuation, and spelling when writing.  BENCHMARK CC4L2a. Use correct capitalization.  BENCHMARK CC4L2b. Spell grade-appropriate words correctly, consulting references as needed.  STRAND DEC4L Language Standards K-5  STRAND DEC4L Language Standards K-5  STRAND NG  ENDURING UNDERSTANDI CC4L3b. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK CC4L3b. Choose punctuation for effect  BENCHMARK CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STRAND / Vocabulary Acquisition and Use		DE.CC4L.	Language Standards K-5
When writing or speaking.  BENCHMARK  CC4Lid. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  BENCHMARK  CC4Lie. Form and use prepositional phrases.  BENCHMARK  CC4Lif. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  STANDARD / STRAND  STRAND / DE.CC4L. Language Standards K-5  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  CC4L2a. Use correct capitalization.  BENCHMARK  CC4L2a. Use correct capitalization.  BENCHMARK  CC4L2b. Spell grade-appropriate words correctly, consulting references as needed.  STRAND /			Conventions of Standard English
### BENCHMARK   CC4Lie.   Form and use prepositional phrases.  ### BENCHMARK   CC4Lie.   Form and use prepositional phrases.  ### BENCHMARK   CC4Lie.   Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  ### STANDARD    ### STANDARD    ### STRAND    ### CONVENTION OF Standard English    ### STRAND    ### STRAND    ### CO4L2.   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  ### BENCHMARK   CC4L2a.   Use correct capitalization.  ### BENCHMARK   CC4L2a.   Use correct capitalization.  ### BENCHMARK   CC4L2a.   Spell grade-appropriate words correctly, consulting references as needed.  ### STRAND    ### S	UNDERSTANDI	CC4L1.	
BENCHMARK  CC4LI. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  STANDARD / STRAND / INDICATOR  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  CC4L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK  CC4L2a. Use correct capitalization.  BENCHMARK  CC4L2d. Spell grade-appropriate words correctly, consulting references as needed.  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  BENCHMARK  CC4L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK  CC4L3b. Choose punctuation for effect.  BENCHMARK  CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND	BENCHMARK	CC4L1d.	
STANDARD / STRAND  DE.CC4L. Language Standards K-5  STRAND / Conventions of Standard English  Conventions of Standard English  CONUMERSTAND / CO4L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CC4L2a. Use correct capitalization.  BENCHMARK CC4L2d. Spell grade-appropriate words correctly, consulting references as needed.  STANDARD / STRAND / INDICATOR  ENDURING Use knowledge of Language  ENDURING Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK CC4L3b. Choose punctuation for effect.  BENCHMARK CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC4L1e.	Form and use prepositional phrases.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENCHMARK CC4L2a. Use correct capitalization.  BENCHMARK CC4L2d. Spell grade-appropriate words correctly, consulting references as needed.  STANDARD / STRAND / STRAND CC4L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  ENDURING UNDERSTANDI NG  ENDURING CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK CC4L3b. Choose punctuation for effect.  BENCHMARK CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND DE.CC4L. Language Standards K-5  STANDARD / DE.CC4L. Language Standards K-5  STANDARD / DE.CC4L. Language Standards K-5  STANDARD / Vocabulary Acquisition and Use	BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR		DE.CC4L.	Language Standards K-5
Punctuation, and spelling when writing.			Conventions of Standard English
BENCHMARK  CC4L2d. Spell grade-appropriate words correctly, consulting references as needed.  STANDARD / STRAND / STRAND / STRAND / INDICATOR  ENDURING Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK  CC4L3b. Choose punctuation for effect.  BENCHMARK  CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND / Vocabulary Acquisition and Use	UNDERSTANDI	CC4L2.	
STANDARD / STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC4L2a.	Use correct capitalization.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK  CC4L3b. Choose punctuation for effect  BENCHMARK  CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
ENDURING UNDERSTANDI NG  CC4L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK  CC4L3b. Choose punctuation for effect.  BENCHMARK  CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD /  STRAND /  Vocabulary Acquisition and Use		DE.CC4L.	Language Standards K-5
BENCHMARK  CC4L3a. Choose words and phrases to convey ideas precisely.  BENCHMARK  CC4L3b. Choose punctuation for effect.  BENCHMARK  CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND  Vocabulary Acquisition and Use			Knowledge of Language
BENCHMARK  CC4L3b. Choose punctuation for effect.  BENCHMARK  CC4L3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND  DE.CC4L. Language Standards K-5  STRAND / Vocabulary Acquisition and Use	UNDERSTANDI	CC4L3.	
BENCHMARK  CC4L3c.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / STRAND  DE.CC4L.  Language Standards K-5  STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
where informal discourse is appropriate (e.g., small-group discussion).  STANDARD / DE.CC4L. Language Standards K-5  STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC4L3b.	Choose punctuation for effect.
STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC4L3c.	
		DE.CC4L.	Language Standards K-5

ENDURING UNDERSTANDI NG CC4L6.

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

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

#### **Delaware Standards and Instruction**

		Grade <b>4</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas

ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and

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

# **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
	CC4SL1.	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.

BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERST ANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L4.	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.
BENCHMARK	CC4L4c.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

# **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b	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").
STANDARD / STRAND	DE.CC4W	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERST ANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
		Speaking and Listening Standards K-5  Presentation of Knowledge and Ideas
STRAND /		
STRAND / INDICATOR  ENDURING UNDERSTANDI	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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC4SL6.	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.
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND	CC4SL6.	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 K-5
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4SL6.	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 K-5  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC4SL6.  DE.CC4L.	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 K-5  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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4SL6.  DE.CC4L.  CC4L1.	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 K-5  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).

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose words and phrases to convey ideas precisely.  Choose punctuation for effect.
BENCHMARK	CC4L3b.	Choose punctuation for effect.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations
BENCHMARK  BENCHMARK  STANDARD /	CC4L3b.	Choose punctuation for effect.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

# **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD /	DE.CC4W	Writing Standards K-5
STRAND		

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S	Speaking and Listening Standards K-5
STRAND	L.	
STRAND / INDICATOR	L.	Presentation of Knowledge and Ideas
STRAND /	CC4SL6.	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.
STRAND / INDICATOR  ENDURING UNDERSTANDI	-	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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC4SL6.	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.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC4SL6.	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 K-5
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4SL6.	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 K-5  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC4SL6.  DE.CC4L.	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 K-5  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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

#### **Delaware Standards and Instruction**

#### **Language Arts**

STANDARD / STRAND

DE.CC4W Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.
BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
UNDERSTANDI	CC4W5.	
UNDERSTANDI NG STANDARD /		planning, revising, and editing.
UNDERSTANDI NG ST AND ARD / ST RAND /		planning, revising, and editing.  Writing Standards K-5
UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC4W	planning, revising, and editing.  Writing Standards K-5  Research to Build and Present Knowledge  Recall relevant information from experiences or gather relevant information from print and digital
UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD /	DE.CC4W	Planning, revising, and editing.  Writing Standards K-5  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.
UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND	DE.CC4W	Writing Standards K-5  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 K-5

STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

#### **Delaware Standards and Instruction**

		Grade 4 - Adopted: 2010
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10	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	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERST ANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

# **Delaware Standards and Instruction**

		Grade <b>4</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a	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.

BENCHMARK	CC4W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
BENCHMARK	CC4W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	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	DE.CC4W	Writing Standards K-5
	DE.CC4W	Writing Standards K-5  Research to Build and Present Knowledge
STRAND /	DE.CC4W	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDING	CC4W9.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4W9.	Praw evidence from literary or informational texts to support analysis, reflection, and research.  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").

STANDARD /	DE.CC4S	Speaking and Listening Standards K-5
STRAND	L.	

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL1.	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.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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	DE.CC4L.	Language Standards K-5
STRAND		
STRAND / INDICATOR		Conventions of Standard English
STRAND /	CC4L1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR  ENDURING UNDERSTANDI	CC4L1d.	Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR ENDURING UNDERSTANDI NG		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
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4L1d.	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).
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC4L1d.	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.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  BENCHMARK	CC4L1d.  CC4L1e.  CC4L1f.	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.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  BENCHMARK  STANDARD / STRAND	CC4L1d.  CC4L1e.  CC4L1f.	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.  Language Standards K-5

BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.	
STANDARD / STRAND	DE.CC4L.	Language Standards K-5	
STRAND / INDICATOR		Knowledge of Language	
ENDURING UNDERSTANDI NG	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.	
BENCHMARK	CC4L3b.	Choose punctuation for effect.	
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
STANDARD / STRAND	DE.CC4L.	Language Standards K-5	
STRAND / INDICATOR		Vocabulary Acquisition and Use	
ENDURING UNDERSTANDI NG	CC4L6.	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).	