

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

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
UNDERSTANDING

CC4RI1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING
UNDERSTANDING

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
UNDERSTANDING

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
UNDERSTANDING

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
UNDERSTANDING

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 UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	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.
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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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	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.
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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).
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING 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 02: Unit 2 Writing from Notes, p. 19-26

Delaware Standards and Instruction

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND DE.CC4RI. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING CC4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDING CC4RI2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND DE.CC4RI. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING 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.CC4RI. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING 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
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4R F.** **Reading Standards: Foundational Skills (K-5)**

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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").
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STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDING	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.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
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STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

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 UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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STANDARD / STRAND **DE.CC4R I. Reading Standards for Informational Text K-5**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING 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 UNDERSTANDING	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
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ENDURING UNDERSTANDING 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
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND DE.CC4R.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND DE.CC4R.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND DE.CC4R.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC4W2b .	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC4W2c .	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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BENCHMARK	CC4W2d .	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC4W2e .	Provide a concluding statement or section related to the information or explanation presented.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.
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STANDARD / STRAND	DE.CC4L.	Language Standards K-5
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STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC4L2a.	Use correct capitalization.
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BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND	DE.CC4L.	Language Standards K-5
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STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
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BENCHMARK	CC4L3b.	Choose punctuation for effect.
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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).
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STANDARD / STRAND	DE.CC4L.	Language Standards K-5
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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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.
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STANDARD / STRAND	DE.CC4L.	Language Standards K-5
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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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).

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Grade 4 - Adopted: 2010

**STANDARD /
STRAND** **DE.CC4R
L.** **Reading Standards for Literature K-5**

STRAND / INDICATOR		Key Ideas and Details
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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.
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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).
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**STANDARD /
STRAND** **DE.CC4R
L.** **Reading Standards for Literature K-5**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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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.
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**STANDARD /
STRAND** **DE.CC4R
F.** **Reading Standards: Foundational Skills (K-5)**

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDI NG	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD /
STRAND** **DE.CC4W
.** **Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDI NG	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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BENCHMARK	CC4W3a .	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	CC4SL1a.	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 06: Unit 3 Retelling Narrative Stories, p. 49-54

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STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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Grade 4 - Adopted: 2010

STANDARD / STRAND **DE.CC4R L. Reading Standards for Literature K-5**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDING	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.CC4RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RL10.	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.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	CC4SL1c.	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	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING 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

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STANDARD / STRAND DE.CC4R.1. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING CC4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDING CC4RI2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND DE.CC4R.1. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	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.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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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 UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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Delaware Standards and Instruction

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND DE.CC4R.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND DE.CC4R.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND DE.CC4R.L. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC4W2b .	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC4W2c .	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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BENCHMARK	CC4W2d .	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC4W2e .	Provide a concluding statement or section related to the information or explanation presented.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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").
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STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDING	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.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
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STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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.
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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.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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).
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	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).
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STANDARD / STRAND **DE.CC4R. Reading Standards for Informational Text K-5**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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").
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STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDING	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.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas

ENDURING UNDERSTANDING	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.
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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).
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BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC4L2a.	Use correct capitalization.
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BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
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BENCHMARK	CC4L3b.	Choose punctuation for effect.
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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).
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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).

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**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
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.CC4SL. Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	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.
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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).
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	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).
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC4L2a.	Use correct capitalization.
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BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
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BENCHMARK	CC4L3b.	Choose punctuation for effect.
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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).
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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 18: Unit 6 Summarizing Multiple References, p. 135-142

Delaware Standards and Instruction

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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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 UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4S** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	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.
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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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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 UNDERSTANDING	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

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDING	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.CC4RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING 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).

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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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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Delaware Standards and Instruction

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND DE.CC4R.1. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND DE.CC4R.1. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.1. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND DE.CC4R.1. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4W .** **Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	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
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 UNDERSTANDING	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
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ENDURING UNDERSTANDING 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 23: Unit 6 Summarizing Multiple References, p. 185-191

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

Delaware Standards and Instruction

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND	DE.CC4W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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).
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	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).
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	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).
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Lesson 25: Unit 7 Inventive Writing, p. 197-202

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Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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		

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Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC4L2a.	Use correct capitalization.
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BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
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BENCHMARK	CC4L3b.	Choose punctuation for effect.
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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).
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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).

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Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	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.
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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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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BENCHMARK	CC4L1e.	Form and use prepositional phrases.
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BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING 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

Grade 4 - Adopted: 2010

STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	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.
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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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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BENCHMARK	CC4L1e.	Form and use prepositional phrases.
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BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

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Delaware Standards and Instruction

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	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.
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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.
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BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4L.** **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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BENCHMARK	CC4L1e.	Form and use prepositional phrases.
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BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING 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

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Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND **DE.CC4W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **DE.CC4W** **Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	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.
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STANDARD / STRAND **DE.CC4S L.** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).