

Main Criteria: Discoveries in Writing

Secondary Criteria: Iowa Student Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Iowa Student Standards

Language Arts

Grade 4 - Adopted: 2024

STRAND /  
COURSE

College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND /  
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College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND / COURSE**                      **Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
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**STRAND / COURSE**                      **Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
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**STRAND / COURSE**                      **Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
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**STRAND / COURSE**                      **Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
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**STRAND / COURSE**                      **Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
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**STRAND / COURSE**                      **Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (W.4.9) (DOK 2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Reading		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).



GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>

DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 4 - Adopted: 2024**

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)

DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / COURSE	Language Standards K–5	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade 4 - Adopted: 2024

STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*

DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>

DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / COURSE</b>		
<b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed,

## Iowa Student Standards

## Language Arts

Grade 4 - Adopted: 2024

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Reading

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Key Ideas and Details

DETAILED  
DESCRIPTOR

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED  
DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED  
DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Text Types and Purposes\*

DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Production and Distribution of Writing

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Research to Build and Present Knowledge

DETAILED  
DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Literature K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RL.4.1) (DOK 1,2,3)



DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
GRADE LEVEL EXPECTATION	W.4.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>

DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL  
EXPECTATION

W.4.9.a.

Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).").

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL  
EXPECTATION

SL.4.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL  
EXPECTATION

SL.4.1.b.

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

GRADE LEVEL  
EXPECTATION

SL.4.1.c.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

SL.4.2.

Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

SL.4.4.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)

DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION

L.4.1.f.

Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION

L.4.3.a.

Choose words and phrases to convey ideas precisely.

GRADE LEVEL EXPECTATION

L.4.3.c.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION

L.4.4.a.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

# Iowa Student Standards

## Language Arts

Grade 4 - Adopted: 2024

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Text Types and Purposes\*

#### DETAILED DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### DETAILED DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Production and Distribution of Writing

#### DETAILED DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Range of Writing

#### DETAILED DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Speaking and Listening

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Comprehension and Collaboration

#### DETAILED DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Language

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Conventions of Standard English

#### DETAILED DESCRIPTOR

2

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

### STRAND / COURSE

#### Writing Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.4.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 2,3,4)

#### STRAND / COURSE

#### Writing Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

#### STRAND / COURSE

#### Writing Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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#### STRAND / COURSE

#### Speaking and Listening Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.

GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade 4 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Research to Build and Present Knowledge**DETAILED  
DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Writing**DETAILED  
DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Literature K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**



DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RL.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 2,3)

**STRAND / COURSE**

**Reading Standards for Literature K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.4.3.a.	Use an organizational structure to 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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GRADE LEVEL EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
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GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

GRADE LEVEL EXPECTATION	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).").
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**STRAND /  
COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

**Iowa Student Standards**

**Language Arts**

**Grade 4 - Adopted: 2024**

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
GRADE LEVEL EXPECTATION	W.4.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.

GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>

DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION

L.4.1.f.

Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION

L.4.2.a.

Use correct capitalization.

GRADE LEVEL EXPECTATION

L.4.2.d.

Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION

L.4.3.a.

Choose words and phrases to convey ideas precisely.

GRADE LEVEL EXPECTATION

L.4.3.b.

Choose punctuation for effect.

GRADE LEVEL EXPECTATION

L.4.3.c.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)
STRAND / COURSE	Language Standards K–5	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)
<b>STRAND / COURSE</b>		
<b>Language Standards K–5</b>		
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

## Iowa Student Standards

**Language Arts**

Grade 4 - Adopted: 2024

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>



DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RI.4.8.

Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)  
(DOK 2,3)**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RI.4.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL  
EXPECTATION

W.4.2.a.

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.4.2.b.

Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.

GRADE LEVEL  
EXPECTATION

W.4.2.c.

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

GRADE LEVEL  
EXPECTATION

W.4.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.4.2.e.

Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

W.4.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)

DETAILED  
DESCRIPTOR

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Research to Build and Present Knowledge**DETAILED  
DESCRIPTOR

W.4.8.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Research to Build and Present Knowledge****DETAILED  
DESCRIPTOR**

W.4.9.

**Draw evidence from literary or informational texts to support analysis, reflection, and research.**GRADE LEVEL  
EXPECTATION

W.4.9.b.

Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)

**STRAND /  
COURSE****Writing Standards K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Writing**DETAILED  
DESCRIPTOR

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards K-5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration****DETAILED  
DESCRIPTOR**

SL.4.1.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**GRADE LEVEL  
EXPECTATION

SL.4.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL  
EXPECTATION

SL.4.1.b.

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

GRADE LEVEL  
EXPECTATION

SL.4.1.c.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards K-5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**

DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.

GRADE LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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L.4.3.c.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

STRAND /  
COURSE

## Language Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

## Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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L.4.4.a.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

GRADE LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)
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L.4.4.c.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)

STRAND /  
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## Language Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)
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L.4.5.c.

Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)

STRAND /  
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## Language Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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## Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

## Iowa Student Standards

## Language Arts

Grade 4 - Adopted: 2024

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details
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### Key Ideas and Details

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)



**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND /  
COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.4.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)

**STRAND /  
COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)
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**STRAND /  
COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

**Iowa Student Standards**

**Language Arts**

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND / COURSE**

**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND / COURSE**

**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND / COURSE**

**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND / COURSE**

**College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
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**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
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**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
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**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>

DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.



GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

**Iowa Student Standards****Language Arts**

Grade 4 - Adopted: 2024

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED  
DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED  
DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Craft and Structure**DETAILED  
DESCRIPTOR

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Text Types and Purposes\***DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Production and Distribution of Writing**DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)

**STRAND /  
COURSE**

**Language Standards K–5**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Vocabulary Acquisition and Use**

DETAILED  
DESCRIPTOR

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 4 - Adopted: 2024**

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Key Ideas and Details**

DETAILED  
DESCRIPTOR

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED  
DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED  
DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Craft and Structure**

DETAILED  
DESCRIPTOR

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Text Types and Purposes\***

DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity

DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>

<b>DETAILED DESCRIPTOR</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (W.4.9) (DOK 2,3)
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**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
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GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.4.1.f.

Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL  
EXPECTATION

L.4.2.a.

Use correct capitalization.

GRADE LEVEL  
EXPECTATION

L.4.2.d.

Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL  
EXPECTATION

L.4.3.a.

Choose words and phrases to convey ideas precisely.

GRADE LEVEL  
EXPECTATION

L.4.3.b.

Choose punctuation for effect.

GRADE LEVEL  
EXPECTATION

L.4.3.c.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL  
EXPECTATION

L.4.4.a.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

GRADE LEVEL  
EXPECTATION

L.4.4.c.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)

STRAND / COURSE		Language Standards K–5
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)

STRAND / COURSE		Language Standards K–5
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade 4 - Adopted: 2024

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge

DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b> Writing Standards K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.

GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 2,3,4)
STRAND / COURSE	Writing Standards K–5	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
STRAND / COURSE	Writing Standards K–5	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
STRAND / COURSE	Writing Standards K–5	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
STRAND / COURSE	Writing Standards K–5	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
STRAND / COURSE	Speaking and Listening Standards K-5	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration



<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND / COURSE**

**Language Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 4 - Adopted: 2024

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED  
DESCRIPTOR

8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

2

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

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL  
EXPECTATION

W.4.3.a.

Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

GRADE LEVEL  
EXPECTATION

W.4.3.c.

Use a variety of transitional words and phrases to manage the sequence of events.

GRADE LEVEL  
EXPECTATION

W.4.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

GRADE LEVEL  
EXPECTATION

W.4.3.e.

Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.

GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

<b>Iowa Student Standards</b>		
<b>Language Arts</b>		
<b>Grade 4 - Adopted: 2024</b>		
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND / COURSE** **Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND / COURSE** **Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND / COURSE** **Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 4 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>



ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND /  
COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND /  
COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

**Iowa Student Standards**

**Language Arts**

**Grade 4 - Adopted: 2024**

**STRAND /  
COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>

<b>DETAILED DESCRIPTOR</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (W.4.9) (DOK 2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
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**STRAND / COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND /  
COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

**Iowa Student Standards**

**Language Arts**

**Grade 4 - Adopted: 2024**

**STRAND /  
COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STRAND /  
COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND /  
COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b> Writing Standards K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
<b>STRAND / COURSE</b> Writing Standards K–5		

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>		<b>Speaking and Listening Standards K-5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.



GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.

GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 4 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Writing Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (W.4.9) (DOK 2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED  
DESCRIPTOR

8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

2

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

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.



GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (W.4.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 4 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Reading		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas

DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RI.4.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
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**STRAND / COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 4 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing



DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

# Iowa Student Standards

## Language Arts

Grade 4 - Adopted: 2024

### STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### STRAND / COURSE College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### STRAND / COURSE College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### STRAND / COURSE Reading and Writing Standards: Foundational Skills (K–5)

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.4.3.</b>	<b>Know and apply grade-level phonics and word analysis skills to support decoding and encoding words.</b>

GRADE LEVEL EXPECTATION	RF.4.3.a.	Accurately read unfamiliar multisyllabic words in and out of context using sound-spelling correspondences, syllabication patterns, and morphology (e.g., roots and affixes). (RF.4.3) (DOK 1,2)
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**STRAND /  
COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
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**STRAND /  
COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 25: Unit 7 Inventive Writing, p. 197-202

**Iowa Student Standards**

**Language Arts**

**Grade 4 - Adopted: 2024**

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND / COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND / COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.



GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 2,3)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)
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**STRAND / COURSE**                      **Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 26: Unit 7 Inventive Writing, p. 203-210

**Iowa Student Standards**

**Language Arts**

Grade 4 - Adopted: 2024

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (W.4.9) (DOK 2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

SL.4.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL  
EXPECTATION

SL.4.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL  
EXPECTATION

SL.4.1.b.

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

GRADE LEVEL  
EXPECTATION

SL.4.1.c.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

L.4.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.4.1.e.

Form and use prepositional phrases.

GRADE LEVEL  
EXPECTATION

L.4.1.f.

Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 4 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL  
EXPECTATION

SL.4.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL  
EXPECTATION

SL.4.1.b.

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

GRADE LEVEL  
EXPECTATION

SL.4.1.c.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.4.1.e.

Form and use prepositional phrases.

GRADE LEVEL  
EXPECTATION

L.4.1.f.

Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.4.5.c.	Demonstrate an understanding of synonyms and antonyms. (L.4.5) (DOK 2)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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



**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (W.4.9) (DOK 2,3)
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases.

GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
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**STRAND / COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
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**STRAND / COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND / COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Lesson 29: Unit 7 Inventive Writing, p. 227-234

## Language Arts

Grade 4 - Adopted: 2024

### STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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### STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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### STRAND / COURSE College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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### STRAND / COURSE College and Career Readiness Anchor Standards for Language

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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### STRAND / COURSE Writing Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)
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### STRAND / COURSE Writing Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.4.1.</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>

DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)

STRAND / COURSE

Language Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

STRAND / COURSE

Language Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

Iowa Student Standards		
Language Arts		
Grade 4 - Adopted: 2024		
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.



GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (W.4.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (W.4.9) (DOK 2,3)

**STRAND / COURSE**

**Writing Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas, performing dramatic readings or presentations) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation with eye contact, adequate volume, and clear pronunciation. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting fragments and run-ons.

**STRAND /  
COURSE****Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization.

GRADE LEVEL EXPECTATION	L.4.2.d.	Spell correctly, consulting references as needed. (L.4.2) (DOK 1,2)
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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