

Main Criteria: Discoveries in Writing

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE

Key Ideas and Details

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R.
2.

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

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R.
3.

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

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE

Craft and Structure

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R.
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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE

Integration of Knowledge and Ideas

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.R.
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE

Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Key Ideas and Details**DESCRIPTOR /
CONTENT
DISCIPLINE

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.

DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.2.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Craft and Structure**DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Illinois Learning Standards

Language Arts

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Key Ideas and Details**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
2.

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

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
3.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Craft and Structure**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Integration of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Text Types and Purposes**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
4.

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

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
5.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
9.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Range of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
10.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
2.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.

STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

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

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Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Craft and Structure**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Integration of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading****LEARNING
STANDARD /
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.R.
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Text Types and Purposes**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
4.

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

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
5.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
9.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Range of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
10.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
2.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		
Reading Standards: Foundational Skills		
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		
Writing Standards		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		
Writing Standards		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD	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").
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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STANDARD	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.1.

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

STANDARD

L.4.1.f.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.2.

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

STANDARD

L.4.2.a.

Use correct capitalization.

STANDARD

L.4.2.d.

Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.3.

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

STANDARD

L.4.3.a.

Choose words and phrases to convey ideas precisely.

STANDARD

L.4.3.b.

Choose punctuation for effect.

STANDARD

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).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).

Illinois Learning Standards**Language Arts****Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature****LEARNING
STANDARD /
DISCIPLINE****Key Ideas and Details**DESCRIPTOR /
CONTENT
DISCIPLINE

RL.4.1.

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

DESCRIPTOR /
CONTENT
DISCIPLINE

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).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Literature****LEARNING
STANDARD /
DISCIPLINE****Range of Reading and Level of Text Complexity**

DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STANDARD	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
STANDARD	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD	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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STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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STANDARD	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STANDARD	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

STANDARD	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
STANDARD	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	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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STANDARD	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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STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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STANDARD	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.1.

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

STANDARD

L.4.1.f.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.2.

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

STANDARD

L.4.2.a.

Use correct capitalization.

STANDARD

L.4.2.d.

Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.3.

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

STANDARD

L.4.3.a.

Choose words and phrases to convey ideas precisely.

STANDARD

L.4.3.b.

Choose punctuation for effect.

STANDARD

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).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

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

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Literature	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards: Foundational Skills

LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

STANDARD	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
STANDARD	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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].").
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT		
Language Standards		
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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STANDARD	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).
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STATE GOAL / DISCIPLINARY CONCEPT		
Language Standards		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STATE GOAL / DISCIPLINARY CONCEPT		
Language Standards		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Speaking and Listening		
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Language		

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

STANDARD	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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STANDARD	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
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STANDARD	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STANDARD	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
10.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
2.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR /
CONTENT
DISCIPLINE

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.

DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.2.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.8.

Explain how an author uses reasons and evidence to support particular points in a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

STANDARD

RF.4.4.a.

Read on-level text with purpose and understanding.

STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD	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").
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STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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STANDARD	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

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

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

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		
Reading Standards: Foundational Skills		
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		
Writing Standards		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		
Writing Standards		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STANDARD	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").
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	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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STANDARD	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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STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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STANDARD	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.1.

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

STANDARD

L.4.1.f.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.2.

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

STANDARD

L.4.2.a.

Use correct capitalization.

STANDARD

L.4.2.d.

Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.3.

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

STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.

STANDARD	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).
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STANDARD	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Language		
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Language		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT		
Reading Standards for Informational Text		
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT		
Reading Standards for Informational Text		
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Integration of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.8.

Explain how an author uses reasons and evidence to support particular points in a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills****LEARNING
STANDARD /
DISCIPLINE****Fluency****DESCRIPTOR /
CONTENT
DISCIPLINE**

RF.4.4.

Read with sufficient accuracy and fluency to support comprehension.

STANDARD

RF.4.4.a.

Read on-level text with purpose and understanding.

STANDARD

RF.4.4.c.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Text Types and Purposes****DESCRIPTOR /
CONTENT
DISCIPLINE**

W.4.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

STANDARD

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.

STANDARD

W.4.2.b.

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

STANDARD

W.4.2.c.

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

STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	

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

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
2.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.

STANDARD	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

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

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge****DESCRIPTOR /
CONTENT
DISCIPLINE**

W.4.9.

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

STANDARD

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").

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Range of Writing**DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration****DESCRIPTOR /
CONTENT
DISCIPLINE**

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.

STANDARD

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.

STANDARD

SL.4.1.b.

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

STANDARD

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.

STANDARD

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD

L.4.1.d.

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

STANDARD

L.4.1.f.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD

L.4.2.a.

Use correct capitalization.

STANDARD

L.4.2.d.

Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Lesson 14: Unit 5 Writing from Pictures, p. 113-118		

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L 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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L 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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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

STANDARD	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
STANDARD	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.

STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.

STANDARD	L.4.3.b.	Choose punctuation for effect.
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STANDARD	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).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

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

Lesson 15: Unit 5 Writing from Pictures, p. 119-124**Illinois Learning Standards****Language Arts****Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Speaking and Listening		
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STANDARD	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
STANDARD	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.

STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE

Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE

Presentation of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE

Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	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).

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR / CONTENT DISCIPLINE	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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STANDARD	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
STANDARD	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.e.	Form and use prepositional phrases.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.4.2.a.	Use correct capitalization.
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STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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STANDARD	L.4.3.b.	Choose punctuation for effect.
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STANDARD	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).
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STATE GOAL / DISCIPLINARY CONCEPT **Language Standards**

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

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
4.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
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.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
9.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.)
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD	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").
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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STANDARD	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	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).
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

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

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

Illinois Learning Standards**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Text Types and Purposes**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
4.

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

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
5.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
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.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
9.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Range of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
10.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.

STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE

Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE

Craft and Structure

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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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STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE

Integration of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Craft and Structure**DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Integration of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.8.

Explain how an author uses reasons and evidence to support particular points in a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /
CONTENT
DISCIPLINE

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards: Foundational Skills****LEARNING
STANDARD /
DISCIPLINE****Fluency****DESCRIPTOR /
CONTENT
DISCIPLINE**

RF.4.4.

Read with sufficient accuracy and fluency to support comprehension.

STANDARD

RF.4.4.a.

Read on-level text with purpose and understanding.

STANDARD

RF.4.4.c.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINE

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.)

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD

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").

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD

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.

STANDARD

SL.4.1.b.

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

STANDARD

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.

STANDARD

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD

L.4.1.f.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD

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).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
4.

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

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
5.

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

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
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.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
9.

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

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S.L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

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

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184**Illinois Learning Standards****Language Arts****Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Reading Standards for Informational Text****LEARNING
STANDARD /
DISCIPLINE****Key Ideas and Details**

DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards for Informational Text	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY CONCEPT	Reading Standards: Foundational Skills	
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.a.	Read on-level text with purpose and understanding.
STANDARD	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINE

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.)

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINE

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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge****DESCRIPTOR /
CONTENT
DISCIPLINE**

W.4.9.

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

STANDARD

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").

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration****DESCRIPTOR /
CONTENT
DISCIPLINE**

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.

STANDARD

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.

STANDARD

SL.4.1.b.

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

STANDARD

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.

STANDARD

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.4.

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

DESCRIPTOR /
CONTENT
DISCIPLINE

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.1.

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

STANDARD

L.4.1.d.

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

STANDARD

L.4.1.f.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards****LEARNING
STANDARD /
DISCIPLINE****Knowledge of Language****DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.3.

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

STANDARD

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).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

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

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.e.	Form and use prepositional phrases.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.

STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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STANDARD	L.4.3.b.	Choose punctuation for effect.
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STANDARD	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).
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 24: Unit 7 Inventive Writing, p. 191-196

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Range of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
10.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards****LEARNING
STANDARD /
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /
CONTENT
DISCIPLINE

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD

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).

**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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**DESCRIPTOR /
CONTENT
DISCIPLINE**

L.4.6.

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

Lesson 25: Unit 7 Inventive Writing, p. 197-202**Illinois Learning Standards****Language Arts****Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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**DESCRIPTOR /
CONTENT
DISCIPLINE**CCRA.W.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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**DESCRIPTOR /
CONTENT
DISCIPLINE**CCRA.W.
4.

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

**DESCRIPTOR /
CONTENT
DISCIPLINE**CCRA.W.
5.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING
STANDARD /
DISCIPLINE****Range of Writing**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.W.
10.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING
STANDARD /
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.S
L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Conventions of Standard English**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
2.

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

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING
STANDARD /
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /
CONTENT
DISCIPLINECCRA.L.
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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.e.	Form and use prepositional phrases.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
--------------------------------------	--	--

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
4.

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

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
5.

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

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
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.

DESCRIPTOR /
CONTENT
DISCIPLINE

CCRA.W.
9.

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

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S.L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.e.	Form and use prepositional phrases.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.4.2.a.	Use correct capitalization.
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STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).

STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	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.)
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.e.	Form and use prepositional phrases.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	

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

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

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STATE GOAL / DISCIPLINARY CONCEPT

CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD	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.
STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

STANDARD	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STANDARD	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").
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Writing Standards

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.
STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.e.	Form and use prepositional phrases.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD	L.4.2.a.	Use correct capitalization.
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STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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STANDARD	L.4.3.b.	Choose punctuation for effect.
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STANDARD	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).
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 29: Unit 7 Inventive Writing, p. 227-234

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Speaking and Listening	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Language	
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL /
DISCIPLINARY
CONCEPT****Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.

STANDARD	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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STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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STANDARD	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STATE GOAL /
DISCIPLINARY
CONCEPT****Language Standards**

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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STANDARD	L.4.1.e.	Form and use prepositional phrases.
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STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	L.4.2.a.	Use correct capitalization.
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STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.4.3.b.	Choose punctuation for effect.
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STANDARD	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).
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STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Writing		
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Speaking and Listening		
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.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.
STATE GOAL / DISCIPLINARY CONCEPT		
College and Career Readiness Anchor Standards for Language		

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STATE GOAL / DISCIPLINARY CONCEPT **College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 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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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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STANDARD	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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STANDARD	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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STANDARD	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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STANDARD	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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STATE GOAL / DISCIPLINARY CONCEPT **Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
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DESCRIPTOR / CONTENT DISCIPLINE	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.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD	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").
STATE GOAL / DISCIPLINARY CONCEPT	Writing Standards	
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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.
STANDARD	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD	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.

STANDARD	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STATE GOAL / DISCIPLINARY CONCEPT	Speaking and Listening Standards	
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD	L.4.1.e.	Form and use prepositional phrases.
STANDARD	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.4.2.a.	Use correct capitalization.
STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STATE GOAL / DISCIPLINARY CONCEPT	Language Standards	
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely.

STANDARD	L.4.3.b.	Choose punctuation for effect.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).