

# Main Criteria: Discoveries in Writing

## Secondary Criteria: Louisiana Academic Standards

Subject: Language Arts

Grade: 4

### Discoveries in Writing

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

### Louisiana Academic Standards

#### Language Arts

Grade 4 - Adopted: 2019

#### STRAND RI.4. Reading Standards for Informational Text

##### TITLE Key Ideas and Details

PERFORMANCE EXPECTATION	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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PERFORMANCE EXPECTATION	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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#### STRAND RI.4. Reading Standards for Informational Text

##### TITLE Craft and Structure

PERFORMANCE EXPECTATION	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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#### STRAND RI.4. Reading Standards for Informational Text

##### TITLE Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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#### STRAND RI.4. Reading Standards for Informational Text

##### TITLE Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	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.
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#### STRAND RF.4. Reading Standards for Foundational Skills

##### TITLE Fluency

PERFORMANCE EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

**STRAND**      **RI.4.**      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
TITLE		Fluency
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
TITLE		Text Types and Purposes
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND**                      **SL.4.**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**                      **SL.4.**                      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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, audience, and situation.

**STRAND**                      **L.4.**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND**                      **L.4.**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2a.	Use correct capitalization.

INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND**                      **L.4.**                      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3b.	Choose punctuation for effect.
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INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**                      **L.4.**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 03: Unit 2 Writing from Notes, p. 27-34

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

STRAND	RI.4.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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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STRAND	RI.4.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

STRAND	RI.4.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

STRAND	RI.4.	Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

STRAND	RF.4.	Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANCE EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>



<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**STRAND L.4. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND L.4. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 04: Unit 2 Writing from Notes, p. 35-42

**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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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PERFORMANCE EXPECTATION	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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**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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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**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.4.9b.	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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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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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**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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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INDICATOR	SL.4.1a.	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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INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1c.	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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INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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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**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND**      **L.4.**      **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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 05: Unit 3 Retelling Narrative Stories, p. 43-48

**Louisiana Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>RL.4.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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).
<b>STRAND</b>	<b>RL.4.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
INDICATOR	W.4.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.4.9a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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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**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.4.1a.	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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INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1c.	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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INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	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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**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND**      **L.4.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR      L.4.1f.      Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND**      **L.4.**      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR      L.4.3a.      Choose words and phrases to convey ideas precisely.

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

**STRAND**      **L.4.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

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

**STRAND**      **L.4.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 06: Unit 3 Retelling Narrative Stories, p. 49-54

**Louisiana Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2019

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR      W.4.3a.      Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR      W.4.3c.      Use a variety of transitional words and phrases to manage the sequence of events.



INDICATOR	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>

PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND	L.4.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	L.4.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

STRAND	RL.4.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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).

**STRAND**      **RL.4.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**      **RF.4.**      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.4.9a.	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].").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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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## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
INDICATOR	W.4.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND**      **L.4.**      **Language Standards**

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

**STRAND**      **L.4.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.4.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STRAND**      **L.4.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**STRAND**      **L.4.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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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**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND**      **RI.4.**      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.



INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.

INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4c.	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.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
INDICATOR	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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

## Louisiana Academic Standards

### Language Arts

#### Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>

PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4c.	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.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

INDICATOR	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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 11: Unit 4 Summarizing a Reference, p. 83-92

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>

TITLE		Fluency
PERFORMANCE EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	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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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.



INDICATOR	W.4.9b.	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”).
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>

PERFORMANCE EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	L.4.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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

**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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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PERFORMANCE EXPECTATION	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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**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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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**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	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.
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**STRAND RF.4. Reading Standards for Foundational Skills**

TITLE		Fluency
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PERFORMANCE EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND W.4. Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.4.2a.	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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INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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”).
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</b>

INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.4.4a.	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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INDICATOR	L.4.4c.	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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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

INDICATOR	L.4.5c.	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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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.6.</b>	<b>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).</b>

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

**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND**      **RI.4.**      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>RI.4.1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
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PERFORMANCE EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.



INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

INDICATOR	L.4.4c.	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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**STRAND L.4. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**STRAND L.4. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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

**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND W.4. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND W.4. Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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).

# Louisiana Academic Standards

## Language Arts

Grade 4 - Adopted: 2019

### STRAND W.4. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
INDICATOR	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.

### STRAND W.4. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### STRAND W.4. Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

### STRAND W.4. Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").

### STRAND W.4. Writing Standards

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>

<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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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## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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, audience, and situation.

**STRAND L.4. Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND L.4. Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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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**Louisiana Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2019

**STRAND W.4. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR	W.4.3a.	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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INDICATOR	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
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INDICATOR	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND W.4. Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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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**STRAND W.4. Writing Standards**



TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.

INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.4.2a.	Use correct capitalization.
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INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3b.	Choose punctuation for effect.
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INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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 18: Unit 6 Summarizing Multiple References, p. 135-142

**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND**      **W.4.**      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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, audience, and situation.

**STRAND**      **L.4.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND**      **L.4.**      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**      **L.4.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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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**Louisiana Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2019

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.4.9b.	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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**STRAND**      **W.4.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

INDICATOR	SL.4.1a.	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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INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1c.	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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INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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, audience, and situation.

**STRAND**      **L.4.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**      **L.4.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2a.	Use correct capitalization.

INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND**      **L.4.**      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3b.	Choose punctuation for effect.
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INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**      **L.4.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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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## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

**STRAND**      **RI.4.**      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND</b>	<b>RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>RF.4.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>



INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.6.</b>	<b>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).</b>

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

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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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**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND RI.4. Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND RF.4. Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND W.4. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**      **SL.4.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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, audience, and situation.

**STRAND L.4. Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND L.4. Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND L.4. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND L.4. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.6.	<b>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).</b>

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

**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND W.4. Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	W.4.2a.	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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INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.

INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>



PERFORMANCE EXPECTATION	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

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>

PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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 25: Unit 7 Inventive Writing, p. 197-202

**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND**      **W.4.**      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	W.4.2a.	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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INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
INDICATOR	L.4.4c.	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.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Vocabulary Acquisition and Use

<b>PERFORMANCE EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
INDICATOR	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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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## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.

INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.4.2a.	Use correct capitalization.
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INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3b.	Choose punctuation for effect.
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INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**      **L.4.**      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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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**Louisiana Academic Standards**

**Language Arts**

**Grade 4 - Adopted: 2019**

**STRAND**      **W.4.**      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>



PERFORMANCE EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	L.4.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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		

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

STRAND	W.4.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2a.	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.
INDICATOR	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
INDICATOR	W.4.9b.	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").
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE EXPECTATION	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

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND</b>	<b>W.4.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>

PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	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 30: Unit 7 Inventive Writing, p. 235-239		

## Louisiana Academic Standards

### Language Arts

Grade 4 - Adopted: 2019

**STRAND**      **W.4.**      **Writing Standards**

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

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.4.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9b.	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").

**STRAND**      **W.4.**      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	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.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.4.1a.	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.
INDICATOR	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1c.	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.
INDICATOR	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND</b>	<b>SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	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, audience, and situation.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1e.	Form and use prepositional phrases.
INDICATOR	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.4.2a.	Use correct capitalization.
INDICATOR	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND</b>	<b>L.4.</b>	<b>Language Standards</b>

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3b.	Choose punctuation for effect.
INDICATOR	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND	L.4.	Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	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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