

Main Criteria: Discoveries in Writing

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND **Craft and Structure**

STANDARD / CONCEPT / SKILL **R.PK-12.4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND **Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL **R.PK-12.10.** Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND **Text Types and Purposes**

STANDARD / CONCEPT / SKILL **W.PK-12.2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND **Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL **W.PK-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND **Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS /
COURSE** **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
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STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
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STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS /
COURSE** **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
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STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
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STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**FOCUS /
COURSE** **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

INDICATOR W.4.3.b. Use dialogue and description to develop experiences or events or show responses to situations.

**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD /
CONCEPT /
SKILL W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR W.4.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD /
CONCEPT /
SKILL W.4.6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD /
CONCEPT /
SKILL W.4.9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD /
CONCEPT /
SKILL 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.

**FOCUS /
COURSE** **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS /
COURSE**

L.PK-12.

College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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**FOCUS /
COURSE**

RI.4.

Grade 4 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
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STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
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STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
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**FOCUS /
COURSE**

RI.4.

Grade 4 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**FOCUS /
COURSE**

RI.4.

Grade 4 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**FOCUS /
COURSE**

RI.4.

Grade 4 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.

INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	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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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
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FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
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STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE **W.4. Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

INDICATOR L.4.3.b. Choose punctuation for effect.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.4.4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

INDICATOR L.4.4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL 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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.

INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	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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STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	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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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

FOCUS / COURSE **RF.4.** **Grade 4 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

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

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

FOCUS / COURSE **RF.4.** **Grade 4 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

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

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
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STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
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**FOCUS /
COURSE** **L.4.** **Grade 4 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.b.	Use correct capitalization.
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INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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**FOCUS /
COURSE** **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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**FOCUS /
COURSE** **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
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INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
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**FOCUS /
COURSE** **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 15: Unit 5 Writing from Pictures, p. 119-124

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	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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STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	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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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to manage sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
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**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	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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STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
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**FOCUS /
COURSE** **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	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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**FOCUS /
COURSE** **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / CONCEPT / SKILL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)

STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
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FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
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INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.4.2.b. Use correct capitalization.

INDICATOR L.4.2.e. Spell grade-appropriate words correctly, consulting references as needed.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

INDICATOR L.4.3.b. Choose punctuation for effect.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

INDICATOR L.4.4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL 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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:

INDICATOR SL.PK-12.4.a. Listeners can follow the line of reasoning.

FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL L.PK-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL L.PK-12.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL RI.4.1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

STANDARD / CONCEPT / SKILL RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize a text.

STANDARD / CONCEPT / SKILL RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL 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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

FOCUS / COURSE **RF.4.** **Grade 4 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Grade 4 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
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INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

FOCUS / COURSE **RI.4.** **Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

FOCUS / COURSE **RF.4.** **Grade 4 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

INDICATOR W.4.3.b. Use dialogue and description to develop experiences or events or show responses to situations.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.

STANDARD / CONCEPT / SKILL W.4.9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

INDICATOR SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / CONCEPT / SKILL SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Grade 4 - Adopted: 2017

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Grade 4 - Adopted: 2017

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

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

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

**FOCUS /
COURSE** **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS /
COURSE** **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

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

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

**FOCUS /
COURSE** **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**FOCUS /
COURSE** **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**FOCUS /
COURSE** **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**FOCUS /
COURSE** **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**FOCUS /
COURSE** **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.

INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	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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STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	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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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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FOCUS / COURSE SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE W.4. Grade 4 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	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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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
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FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.b.	Choose punctuation for effect.

FOCUS / COURSE **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

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

FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	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.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	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.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.2.	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.b.	Use correct capitalization.
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INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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**FOCUS /
COURSE** **L.4.** **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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**FOCUS /
COURSE** **L.4.** **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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