

# Main Criteria: Discoveries in Writing

## Secondary Criteria: Maryland College and Career-Ready Standards

**Subject:** Language Arts

**Grade:** 4

### Discoveries in Writing

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

## Maryland College and Career-Ready Standards

### Language Arts

Grade 4 - Adopted: 2022

#### STRAND / TOPIC / STANDARD

#### Reading Literature Standards

#### TOPIC / INDICATOR

#### Key Ideas and Details

INDICATOR /  
PROFICIENCY  
LEVEL

RL.4.1.

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

#### STRAND / TOPIC / STANDARD

#### Reading Informational Text

#### TOPIC / INDICATOR

#### Key Ideas and Details

INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.1.

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

INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.2.

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

#### STRAND / TOPIC / STANDARD

#### Reading Informational Text

#### TOPIC / INDICATOR

#### Craft and Structure

INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

#### STRAND / TOPIC / STANDARD

#### Reading Informational Text

#### TOPIC / INDICATOR

#### Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Foundational Skills Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Foundational Skills Standards**

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b.	Choose punctuation for effect.
OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.



OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2022

<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Literature Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /  
TOPIC /  
STANDARD****Reading Foundational Skills Standards**

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

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

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

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Foundational Skills Standards</b>
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Contents of Standard English



INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	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.
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OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /  
PROFICIENCY  
LEVEL

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
PROFICIENCY  
LEVEL

RL.4.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /  
TOPIC /  
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE

RF.4.4.a.

Read grade-level text with purpose and understanding.

OBJECTIVE

RF.4.4.c.

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

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE

W.4.3.a.

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

OBJECTIVE

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

OBJECTIVE

W.4.3.c.

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

OBJECTIVE

W.4.3.d.

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

OBJECTIVE

W.4.3.e.

Provide a conclusion that follows from the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /  
PROFICIENCY  
LEVEL

L.4.6.

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

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE

W.4.3.a.

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

OBJECTIVE

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

OBJECTIVE

W.4.3.c.

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

OBJECTIVE

W.4.3.d.

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

OBJECTIVE

W.4.3.e.

Provide a conclusion that follows from the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

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.)

INDICATOR /  
PROFICIENCY  
LEVEL

W.4.5.

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

W.4.10.

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

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
PROFICIENCY  
LEVEL

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.

OBJECTIVE

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.

OBJECTIVE

SL.4.1.b.

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

OBJECTIVE

SL.4.1.d.

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

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR /  
PROFICIENCY  
LEVEL

L.4.1.

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

OBJECTIVE

L.4.1.f.

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR /  
PROFICIENCY  
LEVEL

L.4.2.

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

OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b.	Choose punctuation for effect.
OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

## Maryland College and Career-Ready Standards

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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
INDICATOR / PROFICIENCY LEVEL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND / TOPIC / STANDARD**

**Reading Foundational Skills Standards**

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE

W.4.9.a.

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

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

W.4.10.

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

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE

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.

OBJECTIVE

SL.4.1.b.

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

OBJECTIVE

SL.4.1.d.

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

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.4.2.

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

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

## Maryland College and Career-Ready Standards

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<b>STRAND / TOPIC / STANDARD</b>		
<b>Writing Standards</b>		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

## Maryland College and Career-Ready Standards

### Language Arts

Grade 4 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Foundational Skills Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Fluency</b>
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.4.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards



TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND / TOPIC / STANDARD**                      **Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND / TOPIC / STANDARD**                      **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND / TOPIC / STANDARD**                      **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	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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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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### Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

## Maryland College and Career-Ready Standards

### Language Arts

Grade 4 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Foundational Skills Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

OBJECTIVE	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	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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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

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

**Lesson 11: Unit 4 Summarizing a Reference, p. 83-92****Maryland College and Career-Ready Standards****Language Arts****Grade 4 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.2.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

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



TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE      W.4.3.b.      Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL      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.)

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL      W.4.8.      Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE      W.4.9.b.      Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL      W.4.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	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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<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

## Maryland College and Career-Ready Standards

## Language Arts

Grade 4 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD**
**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STRAND /  
TOPIC /  
STANDARD**
**Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND /  
TOPIC /  
STANDARD**
**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STRAND /  
TOPIC /  
STANDARD**
**Reading Informational Text**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND /  
TOPIC /  
STANDARD**
**Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
OBJECTIVE	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
STRAND / TOPIC / STANDARD	Writing Standards	

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	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).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

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

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2022



**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /  
PROFICIENCY  
LEVEL

RL.4.1.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.1.

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

INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.2.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.8.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.10.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b.	Choose punctuation for effect.

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

OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	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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<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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

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<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>

INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 15: Unit 5 Writing from Pictures, p. 119-124

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**STRAND / TOPIC / STANDARD**

**Writing Standards**

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

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

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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

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

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

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE

L.4.3.c.

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

**STRAND / TOPIC / STANDARD**

**Language Standards**

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

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

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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE

W.4.3.a.

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

OBJECTIVE

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

OBJECTIVE	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

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

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**Language Standards**

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

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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

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

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English



INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

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**Language Arts**

Grade 4 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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OBJECTIVE	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.4.</b>	<b>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.)</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</b>
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.8.</b>	<b>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b>
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a.	Use correct capitalization.

OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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OBJECTIVE	L.4.3.b.	Choose punctuation for effect.
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OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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### Maryland College and Career-Ready Standards

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<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Literature Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.4.1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
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<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.4.1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
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INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Foundational Skills Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Fluency</b>
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.4.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.4.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
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INDICATOR / PROFICIENCY LEVEL	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Knowledge of Language</b>
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INDICATOR / PROFICIENCY LEVEL	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.4.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Grade 4 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

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

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
PROFICIENCY  
LEVEL

W.4.8.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE

W.4.9.b.

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

W.4.10.

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

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE

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.

OBJECTIVE

SL.4.1.b.

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

OBJECTIVE

SL.4.1.d.

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

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b.	Choose punctuation for effect.
OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
TOPIC / INDICATOR		Vocabulary Acquisition and Use

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

**Grade 4 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Literature Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
PROFICIENCY  
LEVEL

RI.4.10.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE

RF.4.4.a.

Read grade-level text with purpose and understanding.

OBJECTIVE

RF.4.4.c.

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

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

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.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
PROFICIENCY  
LEVEL

W.4.8.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	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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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

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

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

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2022

**STRAND / TOPIC / STANDARD**      **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**



TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**Language Standards**

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

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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OBJECTIVE	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	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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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

Lesson 25: Unit 7 Inventive Writing, p. 197-202

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE      W.4.2.a.      Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

OBJECTIVE      W.4.2.b.      Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

OBJECTIVE      W.4.2.c.      Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

OBJECTIVE      W.4.2.d.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE      W.4.2.e.      Provide a concluding statement or section related to the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	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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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

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

Lesson 26: Unit 7 Inventive Writing, p. 203-210

**Maryland College and Career-Ready Standards****Language Arts**

Grade 4 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

OBJECTIVE	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

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

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR /  
PROFICIENCY  
LEVEL

W.4.10.

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

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
PROFICIENCY  
LEVEL

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.

OBJECTIVE

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.

OBJECTIVE

SL.4.1.b.

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

OBJECTIVE

SL.4.1.d.

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

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR /  
PROFICIENCY  
LEVEL

L.4.1.

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

OBJECTIVE

L.4.1.d.

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

OBJECTIVE

L.4.1.e.

Form and use prepositional phrases.

OBJECTIVE

L.4.1.f.

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**



TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 27: Unit 7 Inventive Writing, p. 211-218

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2022**

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.b.	Choose punctuation for effect.
OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 28: Unit 7 Inventive Writing, p. 219-226

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
OBJECTIVE	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2.a.	Use correct capitalization.
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OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Language Standards**

**TOPIC /  
INDICATOR**

**Vocabulary Acquisition and Use**

INDICATOR /  
PROFICIENCY  
LEVEL

L.4.6.

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

Lesson 29: Unit 7 Inventive Writing, p. 227-234

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

**TOPIC /  
INDICATOR**

**Production and Distribution of Writing**

INDICATOR /  
PROFICIENCY  
LEVEL

W.4.5.

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

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

**TOPIC /  
INDICATOR**

**Range of Writing**

INDICATOR /  
PROFICIENCY  
LEVEL

W.4.10.

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

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

**TOPIC /  
INDICATOR**

**Comprehension and Collaboration**

INDICATOR /  
PROFICIENCY  
LEVEL

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.

OBJECTIVE

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.

OBJECTIVE

SL.4.1.b.

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

OBJECTIVE

SL.4.1.d.

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

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR /  
PROFICIENCY  
LEVEL

L.4.1.

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

OBJECTIVE

L.4.1.d.

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

OBJECTIVE

L.4.1.e.

Form and use prepositional phrases.

OBJECTIVE

L.4.1.f.

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

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR /  
PROFICIENCY  
LEVEL

L.4.2.

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

OBJECTIVE

L.4.2.a.

Use correct capitalization.

OBJECTIVE

L.4.2.d.

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

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR /  
PROFICIENCY  
LEVEL

L.4.3.

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

OBJECTIVE

L.4.3.b.

Choose punctuation for effect.

OBJECTIVE

L.4.3.c.

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



**STRAND /  
TOPIC /  
STANDARD****Language Standards**

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

**Lesson 30: Unit 7 Inventive Writing, p. 235-239****Maryland College and Career-Ready Standards****Language Arts****Grade 4 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Writing Standards**

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

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.4.1.d.	Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.4.2.a.	Use correct capitalization.
OBJECTIVE	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.4.3.a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b.	Choose punctuation for effect.

OBJECTIVE	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).