

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.
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STRAND / TOPIC / STANDARD

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.
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STRAND / TOPIC / STANDARD

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

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

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

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.
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.
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**STRAND /
TOPIC /
STANDARD**

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.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /
TOPIC /
STANDARD**

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**

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**

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 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	
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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.
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
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

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

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

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

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

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.
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STRAND / TOPIC / STANDARD	Language Standards
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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 03: Unit 2 Writing from Notes, p. 27-34

Maryland College and Career-Ready Standards

Language Arts

Grade 4 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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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
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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
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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	
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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.

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.)	
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	
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.

**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.
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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).
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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	

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	
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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.
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.

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.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.
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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
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
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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
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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
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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
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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

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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	
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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	
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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	
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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	
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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.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	
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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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**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.)
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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
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.4.6.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR	Key Ideas and Details	
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).

STRAND / TOPIC / STANDARD	Reading Literature Standards	
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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.
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.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.)

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Research to Build and Present Knowledge
Indicator / Proficiency Level	Objective	Performance Standard
	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Range of Writing
	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.

Speaking and Listening Standards		
Strand / Topic / Standard	Topic / Indicator	Comprehension and Collaboration
Indicator / Proficiency Level	Objective	Performance Standard
	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.

Strand / Topic / Standard	Topic / Indicator	Comprehension and Collaboration
	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.

Speaking and Listening Standards		
Strand / Topic / Standard	Topic / Indicator	Comprehension and Collaboration
Indicator / Proficiency Level	Objective	Performance Standard
	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening Standards		
Strand / Topic / Standard	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.)
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STRAND / TOPIC / STANDARD	Language Standards
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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.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
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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
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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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STRAND / TOPIC / STANDARD	Writing Standards
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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**

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**

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**

TOPIC / INDICATOR	Speaking and Listening Standards	
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	
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	
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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.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
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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
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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
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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
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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

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

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

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.
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STRAND / TOPIC / STANDARD

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

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**

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**

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**

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**

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
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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
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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
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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
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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
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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.

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).
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STRAND / TOPIC / STANDARD	Language Standards
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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 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
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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
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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
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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

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

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.
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STRAND / TOPIC / STANDARD

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

TOPIC / INDICATOR		Writing Standards
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.
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.)
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
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

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

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

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

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.

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	
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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 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
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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	
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

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

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

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

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

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.
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.
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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).

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.

**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.
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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.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.)
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STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
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.
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STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
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").
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
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.
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STRAND / TOPIC / STANDARD	Speaking and Listening Standards
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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
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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
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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
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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
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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.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.
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
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

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

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

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

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

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

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.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**

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**

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**

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**

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.
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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		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
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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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STRAND / TOPIC / STANDARD	Language Standards
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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
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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

Maryland College and Career-Ready Standards

Language Arts

Grade 4 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards
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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.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**

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**

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**

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**

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
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**Maryland College and Career-Ready Standards****Language Arts****Grade 4 - Adopted: 2022****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.)
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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.4.6.	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

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.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.
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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**

TOPIC / INDICATOR	Writing Standards	
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
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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
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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
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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
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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.
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).
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Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

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.)

STRAND / TOPIC / STANDARD	Writing Standards
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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

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

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

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

TOPIC / INDICATOR	Language Standards	
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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.

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

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.
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**STRAND /
TOPIC /
STANDARD**

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**

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**

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**

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**

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
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		
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).

TOPIC / INDICATOR		Vocabulary Acquisition and Use
STRAND / TOPIC / STANDARD		
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 20: Unit 6 Summarizing Multiple References, p. 149-162

Maryland College and Career-Ready Standards

Language Arts

Grade 4 - Adopted: 2022

TOPIC / INDICATOR		Reading Literature Standards
STRAND / TOPIC / STANDARD		
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.

TOPIC / INDICATOR		Reading Informational Text
STRAND / TOPIC / STANDARD		
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
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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.
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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.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.)

**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**

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

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

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Language Arts

Grade 4 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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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
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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
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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
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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.4.3.	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").

**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.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.

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).

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.

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

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STRAND / TOPIC / STANDARD

Writing Standards

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.
Writing Standards		
STRAND / TOPIC / STANDARD		
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.
Writing Standards		
STRAND / TOPIC / STANDARD		
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.)
Writing Standards		
STRAND / TOPIC / STANDARD		
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
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
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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
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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

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Language Arts

Grade 4 - Adopted: 2022

STRAND / TOPIC / STANDARD		Writing Standards
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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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Writing Standards		
Strand / Topic / Standard	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.
Speaking and Listening Standards		
Strand / Topic / Standard	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.
Speaking and Listening Standards		
Strand / Topic / Standard	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.)
Language Standards		
Strand / Topic / Standard	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).
Language Standards		
Strand / Topic / Standard	Topic / Indicator	Conventions of Standard English

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).

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

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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.
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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.
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STRAND / TOPIC / STANDARD	Writing Standards
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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
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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
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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
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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.4.6.

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.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.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).
OBJECTIVE	L.4.6.c.	Use context clues to determine the meaning of new words in a sentence.

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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**

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**

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**

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**

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.

**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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TOPIC / INDICATOR	Knowledge of Language	
INDICATOR / PROFICIENCY LEVEL	L.4.3.	

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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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.4.6.	

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

TOPIC / INDICATOR	Writing Standards	
INDICATOR / PROFICIENCY LEVEL	W.4.3.	

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

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.)
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
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	
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.

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	
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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 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	
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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.4.6.

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	
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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 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.
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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.4.8.	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

Range of Writing

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.
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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.4.6.	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.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
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
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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).