

# Main Criteria: Discoveries in Writing

## Secondary Criteria: New Hampshire College and Career Ready Standards

**Subject:** Language Arts

**Grade:** 4

### Discoveries in Writing

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Key Ideas and Details**

GRADE LEVEL EXPECTATION      RI.4.1.      Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION      RI.4.2.      Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Craft and Structure**

GRADE LEVEL EXPECTATION      RI.4.4.      Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION      RI.4.8.      Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION      RI.4.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND / STANDARD**      **NH.CC.RF.4.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 4.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 4.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	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 / STANDARD	NH.CC.S L.4.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.4.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

<b>STRAND / STANDARD</b>	<b>NH.CC.L.4.</b>	<b>Language Standards</b>
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STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 02: Unit 2 Writing from Notes, p. 19-26

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / STANDARD**      **NH.CC.R F.4.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	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 / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	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 / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 03: Unit 2 Writing from Notes, p. 27-34

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

STANDARD / GLE		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / STANDARD**      **NH.CC.R F.4.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.

EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.

EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L.4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L.4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

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

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

GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.R L.4.**      **Reading Standards for Literature**

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**STRAND / STANDARD**      **NH.CC.R L.4.**      **Reading Standards for Literature**

STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / STANDARD**      **NH.CC.R F.4.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	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].").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>



EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.4.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>STRAND / STANDARD</b>	<b>NH.CC.R L.4.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>

GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	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].").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.



**STRAND /  
STANDARD**      **NH.CC.L.  
4.**      **Language Standards**

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

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

**STRAND /  
STANDARD**      **NH.CC.L.  
4.**      **Language Standards**

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

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	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 /  
STANDARD**      **NH.CC.L.  
4.**      **Language Standards**

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

EXPECTATION	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 /  
STANDARD**      **NH.CC.L.  
4.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	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 /  
STANDARD**      **NH.CC.L.  
4.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

#### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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#### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

STANDARD / GLE		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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#### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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#### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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#### STRAND / STANDARD NH.CC.R F.4. Reading Standards: Foundational Skills

STANDARD / GLE		Fluency
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>

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

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

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

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

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND / STANDARD**      **NH.CC.RI .4.**      **Reading Standards for Informational Text**

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

**STRAND / STANDARD**      **NH.CC.R F.4.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	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 / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	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 / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION      L.4.2(a)      Use correct capitalization.

EXPECTATION      L.4.2(d)      Spell grade-appropriate words correctly, consulting references as needed.

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION      L.4.3(a)      Choose words and phrases to convey ideas precisely.

EXPECTATION      L.4.3(b)      Choose punctuation for effect.

EXPECTATION      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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION      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.

EXPECTATION      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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L.4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

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

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

GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	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.
EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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<b>STRAND / STANDARD</b>	<b>NH.CC.L.4.</b>	<b>Language Standards</b>
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STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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### Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.4.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>



STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	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.

EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

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

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

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

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

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

EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 14: Unit 5 Writing from Pictures, p. 113-118

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	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 / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

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

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	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 / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	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 / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	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 / STANDARD**      **NH.CC.W. 4. Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	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 / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	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 / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

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

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**



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

EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# New Hampshire College and Career Ready Standards

## Language Arts

Grade 4 - Adopted: 2010

### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

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

### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

### STRAND / STANDARD NH.CC.RI .4. Reading Standards for Informational Text

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

### STRAND / STANDARD NH.CC.RF.4. Reading Standards: Foundational Skills

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### STRAND / STANDARD NH.CC.W. 4. Writing Standards

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>

STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 4. Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	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 / STANDARD**      **NH.CC.W. 4. Writing Standards**

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .4.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .4.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / STANDARD</b>	<b>NH.CC.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W.4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W.4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W.4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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

## New Hampshire College and Career Ready Standards

### Language Arts

#### Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	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.

EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.

EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 24: Unit 7 Inventive Writing, p. 191-196

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010



**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	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).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

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

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

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

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

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

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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND / STANDARD**      **NH.CC.S L.4.**      **Speaking and Listening Standards**

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

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

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

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION      L.4.3(b)      Choose punctuation for effect.

EXPECTATION      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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION      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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

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

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**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION      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.

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



EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 4 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	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 / STANDARD**      **NH.CC.L. 4.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STRAND / STANDARD**      **NH.CC.W. 4.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.4.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 4.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).