

Main Criteria: Discoveries in Writing

Secondary Criteria: New York P-12 Learning Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

4W5:

Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE
EXPECTATION

4SL1a:

Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE
EXPECTATION

4SL1b:

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

GRADE
EXPECTATION

4SL1d:

Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE
EXPECTATION

4L3c:

Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

4L4a:

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

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

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	4L2:2	Use correct capitalization.
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GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
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GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE
EXPECTATION

4RF4b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a:

Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b:

Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c:

Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2d:

Use transitional words and phrases to connect ideas within categories of information.

GRADE
EXPECTATION

4W2e:

Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	4L2:2	Use correct capitalization.
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GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
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GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION

4L4a:

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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION

4L6:

Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE
EXPECTATION

4RF4b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a:

Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b:

Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c:

Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2d:

Use transitional words and phrases to connect ideas within categories of information.

GRADE
EXPECTATION

4W2e:

Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

4W5:

Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.

GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

4L4a:

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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

4L6:

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

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

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE
EXPECTATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
<div> <div>STRAND / DOMAIN / UNIFYING THEME</div> <div>New York State Next Generation English Language Arts Learning Standards</div> </div>		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<div> <div>STRAND / DOMAIN / UNIFYING THEME</div> <div>New York State Next Generation English Language Arts Learning Standards</div> </div>		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<div> <div>STRAND / DOMAIN / UNIFYING THEME</div> <div>New York State Next Generation English Language Arts Learning Standards</div> </div>		
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.

GRADE EXPECTATION	4W3c:	Use transitional words and phrases to manage the sequence of events.
GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	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 / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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).

GRADE EXPECTATION	4L6:	Acquire and accurately use general academic and content-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 06: Unit 3 Retelling Narrative Stories, p. 49-54

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	4W3c:	Use transitional words and phrases to manage the sequence of events.
GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 07: Unit 3 Retelling Narrative Stories, p. 55-58

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE EXPECTATION	4W3c:	Use transitional words and phrases to manage the sequence of events.
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GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3c:	Distinguish 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 / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	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 / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION 3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

GRADE
EXPECTATION

4W3c:

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

GRADE
EXPECTATION

4W3d:

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

GRADE
EXPECTATION

4W3e:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE
EXPECTATION

4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

New York P-12 Learning Standards

Language Arts

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.

GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.

GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	4L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE
EXPECTATION

4L5c:

Demonstrate understanding of words by relating them to their antonyms and synonyms.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

4L6:

Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE
EXPECTATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE
EXPECTATION

4RF4b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a:

Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b:

Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c:

Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2d:

Use transitional words and phrases to connect ideas within categories of information.

GRADE
EXPECTATION

4W2e:

Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	4L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	4L5c:	Demonstrate understanding of words by relating them to their antonyms and synonyms.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
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GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
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GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	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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GRADE EXPECTATION	4L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE EXPECTATION	4L5c:	Demonstrate understanding of words by relating them to their antonyms and synonyms.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	4L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE EXPECTATION	4L5c:	Demonstrate understanding of words by relating them to their antonyms and synonyms.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
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GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

4W5:

Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE
EXPECTATION

4SL1a:

Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE
EXPECTATION

4SL1b:

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

GRADE
EXPECTATION

4SL1d:

Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	4L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE EXPECTATION	4L5c:	Demonstrate understanding of words by relating them to their antonyms and synonyms.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

4R7:

Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

GRADE
EXPECTATION

4W3c:

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

GRADE
EXPECTATION

4W3d:

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

GRADE
EXPECTATION

4W3e:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	4W3c:	Use transitional words and phrases to manage the sequence of events.
GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 16: Unit 5 Writing from Pictures, p. 125-128

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

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

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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GRADE EXPECTATION	4W3c:	Use transitional words and phrases to manage the sequence of events.
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GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
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EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
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GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE
EXPECTATION

4

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

4W7:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
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EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	4L3c:	Distinguish 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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Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
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GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	4W7:	Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

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New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE
EXPECTATION

4

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE
EXPECTATION

4RF4b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

4W5:

Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

4W7:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3c:	Distinguish 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 / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	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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Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
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GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:6	Use a comma to separate an introductory element from the rest of the sentence.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 22: Unit 6 Summarizing Multiple References, p. 171-184

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE
EXPECTATION

4

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF

STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE
EXPECTATION

4RF4b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

4W5:

Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

4W7:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3c:	Distinguish 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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CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a:

Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b:

Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c:

Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2d:

Use transitional words and phrases to connect ideas within categories of information.

GRADE
EXPECTATION

4W2e:

Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:6	Use a comma to separate an introductory element from the rest of the sentence.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3c:	Distinguish 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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Lesson 25: Unit 7 Inventive Writing, p. 197-202

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a:

Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b:

Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c:

Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2d:

Use transitional words and phrases to connect ideas within categories of information.

GRADE
EXPECTATION

4W2e:

Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE EXPECTATION	4L5c:	Demonstrate understanding of words by relating them to their antonyms and synonyms.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	4W7:	Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 27: Unit 7 Inventive Writing, p. 211-218

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE
EXPECTATION

4W3b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.

GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:6	Use a comma to separate an introductory element from the rest of the sentence.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	4L5c:	Demonstrate understanding of words by relating them to their antonyms and synonyms.

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

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information.
GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 29: Unit 7 Inventive Writing, p. 227-234

New York P-12 Learning Standards

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:6	Use a comma to separate an introductory element from the rest of the sentence.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

Lesson 30: Unit 7 Inventive Writing, p. 235-239

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Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

2

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a:

Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b:

Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c:

Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2d:

Use transitional words and phrases to connect ideas within categories of information.

GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:6	Use a comma to separate an introductory element from the rest of the sentence.

GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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).