

# Main Criteria: Discoveries in Writing

Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts

Grade: 4

## Discoveries in Writing

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

### Oregon Academic Content Standards

#### Language Arts

Grade 4 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 4.RF.4a. Read grade-level text with purpose and understanding.

EXPECTATION 4.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK CCRA.R. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R.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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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / BENCHMARK	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK      CCRA.L. 2.      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / BENCHMARK      CCRA.L. 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.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK      CCRA.L. 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.

EXPECTATION / BENCHMARK      CCRA.L. 6.      Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK      4.L.1.      **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION      4.L.1f.      Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	4.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION 4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / BENCHMARK</b>	4.L.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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EXPECTATION / BENCHMARK CCRA.S L.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / BENCHMARK</b>	4.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK 4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 4.RF.4a. Read grade-level text with purpose and understanding.

EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 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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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK

4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK

4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION /  
BENCHMARK

CCRA.W.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.

EXPECTATION /  
BENCHMARK

CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L. 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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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L. 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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EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 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.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK

4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK

4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
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.

EXPECTATION /  
BENCHMARK

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

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION /  
BENCHMARK

CCRA.W.  
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.1.	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>
EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
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EXPECTATION / BENCHMARK      CCRA.L.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.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK      CCRA.L.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.

EXPECTATION / BENCHMARK      CCRA.L.6.      Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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EXPECTATION / BENCHMARK      4.L.1.      **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION      4.L.1f.      Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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EXPECTATION / BENCHMARK      4.L.2.      **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION      4.L.2a.      Use correct capitalization.

EXPECTATION      4.L.2d.      Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION 4.L.3a. Choose words and phrases to convey ideas precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

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

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION 4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION 4.SL.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK / STRAND</b>	<b>Comprehension and Collaboration</b>	

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	<b>Reading Foundational Skills</b>	
<b>BENCHMARK / STRAND</b>	<b>Fluency</b>	
<b>EXPECTATION / BENCHMARK</b>	<b>4.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
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<b>CONTENT STANDARD / PROFICIENCY</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>BENCHMARK / STRAND</b>	<b>Key Ideas and Details</b>	

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK      CCRA.R.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.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK      4.RL.1.      Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK      4.RI.1.      Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK      4.RI.2.      Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2c. Link ideas within categories of information using words and phrases.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / BENCHMARK	CCRA.L.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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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	4.L.2a.	Use correct capitalization.

EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
EXPECTATION / BENCHMARK	4.L.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**



## Oregon Academic Content Standards

## Language Arts

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA** Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Foundational Skills
<b>BENCHMARK / STRAND</b>		Fluency
<b>EXPECTATION / BENCHMARK</b>	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / CONTENT AREA** Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Reading
<b>BENCHMARK / STRAND</b>		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA** Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Literature
<b>BENCHMARK / STRAND</b>		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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EXPECTATION / BENCHMARK	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
EXPECTATION / BENCHMARK	4.RL.4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / BENCHMARK	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	4.W.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	4.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / BENCHMARK	CCRA.L. 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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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK	CCRA.L. 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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EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION 4.L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION 4.L.3a. Choose words and phrases to convey ideas precisely.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

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

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
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EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
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EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
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BENCHMARK / STRAND		Presentation of Knowledge and Ideas
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EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

## Language Arts

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	4.W.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	4.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**Oregon Academic Content Standards**

**Language Arts**

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Fluency</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

EXPECTATION 4.RF.4a. Read grade-level text with purpose and understanding.

EXPECTATION 4.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK CCRA.R. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

EXPECTATION / BENCHMARK 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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EXPECTATION / BENCHMARK	4.RL.4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	4.W.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	4.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / BENCHMARK	CCRA.L. 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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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK	CCRA.L. 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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EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

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

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	4.W.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	4.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

EXPECTATION 4.L.4c. Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION 4.L.5c. Demonstrate understanding of words by relating them to their antonyms and to their synonyms.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION 4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK

CCRA.R.  
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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK

4.RL.1.

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK

4.RI.1.

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

EXPECTATION /  
BENCHMARK

4.RI.2.

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK

4.RI.4.

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION / BENCHMARK      4.RI.8.      Explain how an author uses reasons and evidence to support particular points in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      4.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK      CCRA.W. 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.

EXPECTATION / BENCHMARK      CCRA.W. 3.      Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK      CCRA.W. 4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK      CCRA.W. 5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L. 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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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L. 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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EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

<b>EXPECTATION / BENCHMARK</b>	<b>4.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION 4.L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION 4.L.2a. Use correct capitalization.

EXPECTATION 4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION 4.L.3a. Choose words and phrases to convey ideas precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

EXPECTATION 4.L.4c. Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	4.L.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION 4.L.5c. Demonstrate understanding of words by relating them to their antonyms and to their synonyms.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	4.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION 4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION 4.SL.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION 4.SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK 4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

# Oregon Academic Content Standards

## Language Arts

Grade 4 - Adopted: 2019/Effective 2021

### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.

EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 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.

### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 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.

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2c. Link ideas within categories of information using words and phrases.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION 4.W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
EXPECTATION / BENCHMARK	CCRA.L. 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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	4.L.2a.	Use correct capitalization.

EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	4.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	4.L.5c.	Demonstrate understanding of words by relating them to their antonyms and to their synonyms.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Fluency</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.

EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 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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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK

4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK

4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION /  
BENCHMARK

CCRA.W.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.

EXPECTATION /  
BENCHMARK

CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.1.	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.4.</b>	<b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.5.</b>	<b>With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</b>

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / BENCHMARK	CCRA.L. 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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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK	CCRA.L. 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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EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	4.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	4.L.5c.	Demonstrate understanding of words by relating them to their antonyms and to their synonyms.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

## Oregon Academic Content Standards

### Language Arts

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Fluency</b>
EXPECTATION / BENCHMARK	4.RF.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	CCRA.R.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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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION / BENCHMARK	CCRA.W. 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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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L. 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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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L. 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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EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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EXPECTATION	4.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	4.L.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION 4.L.5c. Demonstrate understanding of words by relating them to their antonyms and to their synonyms.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	4.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION 4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION 4.SL.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION 4.SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK 4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

# Oregon Academic Content Standards

## Language Arts

Grade 4 - Adopted: 2019/Effective 2021

### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.

EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 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.

### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 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.

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2c. Link ideas within categories of information using words and phrases.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION 4.W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
EXPECTATION / BENCHMARK	CCRA.L. 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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / BENCHMARK	CCRA.L. 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.

EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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EXPECTATION	4.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	4.L.5c.	Demonstrate understanding of words by relating them to their antonyms and to their synonyms.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
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EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	4.W.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	4.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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Lesson 15: Unit 5 Writing from Pictures, p. 119-124

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	4.W.3e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION 4.L.3a. Choose words and phrases to convey ideas precisely.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION 4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION 4.SL.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION 4.SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 16: Unit 5 Writing from Pictures, p. 125-128

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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Lesson 17: Unit 5 Writing from Pictures, p. 129-134

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION / BENCHMARK	CCRA.W. 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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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>

<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	4.W.3e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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EXPECTATION / BENCHMARK	4.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1e.	Form and use prepositional phrases.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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EXPECTATION / BENCHMARK	4.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**



## Oregon Academic Content Standards

### Language Arts

Grade 4 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION / BENCHMARK	CCRA.W. 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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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2c. Link ideas within categories of information using words and phrases.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION 4.W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration
<b>EXPECTATION / BENCHMARK</b>	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration
<b>EXPECTATION / BENCHMARK</b>	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 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.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK

4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK

4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION /  
BENCHMARK

CCRA.W. 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.

EXPECTATION /  
BENCHMARK

CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / BENCHMARK      CCRA.W.8.      Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION      4.W.3b.      Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / BENCHMARK      4.W.8.      Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
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EXPECTATION / BENCHMARK      CCRA.L.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.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK      CCRA.L.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.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION /  
BENCHMARK

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION /  
BENCHMARK

CCRA.W.  
9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
10.

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2c. Link ideas within categories of information using words and phrases.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

<b>EXPECTATION / BENCHMARK</b>	<b>4.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Fluency</b>

<b>EXPECTATION / BENCHMARK</b>	<b>4.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 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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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION

4.W.3b.

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION /  
BENCHMARK

4.W.8.

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION /  
BENCHMARK

CCRA.L.  
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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK	CCRA.L.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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EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

# Oregon Academic Content Standards

## Language Arts

Grade 4 - Adopted: 2019/Effective 2021

### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1e.	Form and use prepositional phrases.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	4.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION 4.L.1.d. Order adjectives within sentences according to conventional patterns.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.1.	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1e.	Form and use prepositional phrases.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 4.L.3a. Choose words and phrases to convey ideas precisely.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

EXPECTATION 4.L.4c. Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION 4.L.5c. Demonstrate understanding of words by relating them to their antonyms and to their synonyms.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	4.W.1.	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>
EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2c.	Link ideas within categories of information using words and phrases.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.

EXPECTATION	4.L.1e.	Form and use prepositional phrases.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
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EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
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EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK      4.SL.2.      Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 27: Unit 7 Inventive Writing, p. 211-218

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK      CCRA.W. 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.

EXPECTATION / BENCHMARK      CCRA.W. 3.      Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1e.	Form and use prepositional phrases.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	4.L.5c.	Demonstrate understanding of words by relating them to their antonyms and to their synonyms.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 28: Unit 7 Inventive Writing, p. 219-226

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>4.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>
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EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2c. Link ideas within categories of information using words and phrases.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION 4.W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

<b>EXPECTATION / BENCHMARK</b>	<b>4.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1e.	Form and use prepositional phrases.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Lesson 29: Unit 7 Inventive Writing, p. 227-234

**Oregon Academic Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1e.	Form and use prepositional phrases.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

<b>STANDARD / CONTENT AREA</b>		<b>Oregon English Language Arts and Literacy Standards</b>
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

<b>EXPECTATION / BENCHMARK</b>	<b>4.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>
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EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2c. Link ideas within categories of information using words and phrases.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>4.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION 4.W.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

<b>EXPECTATION / BENCHMARK</b>	<b>4.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1e.	Form and use prepositional phrases.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>4.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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