Main Criteria: Structure and Style for Students Secondary Criteria: Connecticut State Standards

> Subject: Language Arts Grade: 4

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

DOMAIN / CONTENT **STANDARD**

CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN / CON **STANDARD**

CT.CC.RI Reading Standards for Informational Text

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

DOMAIN /
CONTENT
STANDARD

CT.CC.RFReading Standards: Foundational Skills

	4	

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

support particular points in a text").

.4.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SI // 1/h)	Follow agreed-upon rules for discussions and carry out assigned roles

INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	CT CC I	Language Standards
DOMAIN / CONTENT STANDARD	4.	

GRADE LEVEL EXPECTATION

L.4.6.

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

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.4.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.4

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

GRADE LEVEL
EXPECTATION

Range of Reading and Level of Text Complexity

Range of Reading and Level of Text Complexity

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.

$\begin{tabular}{ll} CT.CC.RF\,Reading\ Standards: Foundational\ Skills\ .4. \end{tabular}$

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE	Research to Build and Present Knowledge
FRAMEWORK	

GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CT.CC.S Speaking and Listening Standards CONTENT L.4.
STANDARD

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

CT.CC.L. Language Standards

4.

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

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

4.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE Vocabulary Acquisition and Use FRAMEWORK

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

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

Connecticut State Standards
Language Arts
Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text. complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RI	FReading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECT ATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W	. Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situatio
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

CT.CC.W. Writing Standards 4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

4.

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

STATE FRAMEWORK	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR

W.4.9(a)

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

DOMAIN / CONTENT STANDARD

STATE

CT.CC.W. Writing Standards

Range of Writing

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

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards .4.

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CT.CC.S Speaking and Listening Standards

L.4.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

L.4.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 4.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 4.

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.4.2(a) Use correct capitalization.

INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature L.4.

STATE	Key Ideas and Details

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or

drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

.4.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT ST ANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards

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

CT.CC.L. Language Standards

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE FRAMEWORK

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

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

UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text .4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text .4.

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

CT.CC.W. Writing Standards

4.		

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 4.

Passarch to Build and Present Knowledge

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards .4.

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.

INDICATOR

SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

CT.CC.L. Language Standards 4.

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

CT.CC.L. Language Standards

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 4.

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

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Connecticut State Standards Language Arts Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

DOMAIN / CT.CC.R Reading Standards for Literature CONTENT L.4. STANDARD

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
CONTENT		Writing Standards Text Types and Purposes
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	4.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
STATE FRAMEWORK GRADE LEVEL EXPECTATION	W.4.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	W.4.3 . W.4.3(a)	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	W.4.3. W.4.3(a) W.4.3(b)	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR OMAIN /	W.4.3(a) W.4.3(b) W.4.3(d) W.4.3(e)	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.
STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR OMAIN / CONTENT	W.4.3(a) W.4.3(b) W.4.3(d) W.4.3(e) CT.CC.W.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or

drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT **STANDARD**

.4.

CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

FRAMEWORK		
GRADE LEVEL EXPECT ATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN /
CONTENT
STANDARD

INDICATOR

L.4.3(b) Choose punctuation for effect.

$\begin{tabular}{ll} CT.CC.S & Speaking and Listening Standards \\ L.4. \end{tabular}$

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
	L.4.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FRAMEWORK GRADE LEVEL	L.4.2. L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECT ATION INDICATOR	L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT	L.4.2(a) L.4.2(d) CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	L.4.2(a) L.4.2(d) CT.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.4.2(a) L.4.2(d) CT.CC.L. 4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language

INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Connecticut State Standards Language Arts Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

DOMAIN /	CT.CC.R Reading Standards for Literature
CONTENT	L.4.
STANDARD	

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CT.CC.R Reading Standards for Literature L.4. DOMAIN / CONTENT STANDARD

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

CT.CC.RFReading Standards: Foundational Skills

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SI	. Speaking and Listening Standards
CONTENT		Speaking and Listening Standards Comprehension and Collaboration
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	.4.	Comprehension and Collaboration 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.
STATE FRAMEWORK GRADE LEVEL EXPECT ATION	.4. SL.4.1.	Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.4.1.	Comprehension and Collaboration 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. 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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	SL.4.1(a) SL.4.1(b)	Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles.
STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR	SL.4.1(a) SL.4.1(b) SL.4.1(c)	Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR INDICATOR OMAIN / CONTENT	SL.4.1(a) SL.4.1(b) SL.4.1(c) SL.4.1(d) CT.CC.S	Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

EXPECTATION

quantitatively, and orally.

CT.CC.S Speaking and Listening Standards L.4.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

4.

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

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

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GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70
		Connecticut State Standards Language Arts Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

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

DOMAIN / CT.CC.RF Reading Standards: Foundational Skills CONTENT .4.

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

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT

CT.CC.W. Writing Standards

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ANDARD	

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT **STANDARD**

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 4.

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

CT.CC.W. Writing Standards

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

DOMAIN / CONTENT STANDARD

STATE

CT.CC.SL Speaking and Listening Standards

FRAMEWORK	
GRADE LEVEL EXPECTATION	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.

INDICATOR SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

Comprehension and Collaboration

INDICATOR SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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

DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards L.4.

STATE Comprehension and Collaboration

GRADE LEVEL SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards

STATE
FRAMEWORK

Presentation of Knowledge and Ideas

GRADE LEVEL
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		Connecticut State Standards
		Language Arts
		Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	I Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	I Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	I Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .4.

STATE FRAMEWORK	Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECT ATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CT.CC.W. Writing Standards 4.

STATE FRAMEWORK		Research to Build and Present Knowledge
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EXPECTATION	T.CC.W. \	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. Writing Standards
CONTENT 4.		Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL WEEKPECTATION	V.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR W.		Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / CT CONTENT 4. STANDARD	Г.CC.W. V	Vriting Standards
STATE FRAMEWORK	F	Range of Writing
GRADE LEVEL W. EXPECTATION		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.
DOMAIN / CT CONTENT L.4. STANDARD		Speaking and Listening Standards
STATE FRAMEWORK	(Comprehension and Collaboration
GRADE LEVEL SL EXPECTATION		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CT CONTENT 4. STANDARD		Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL L. EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR L.4	.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CT CONTENT 4. STANDARD		Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL L. EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR L.4	.4.2(a)	Use correct capitalization.
INDICATOR L.4	.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

CT.CC.L. Language Standards 4.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.

DOMAIN / CONTENT **STANDARD**

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CT.CC.L. Language Standards

Vocabulary Acquisition and Use FRAMEWORK GRADE LEVEL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4 reading and content, choosing flexibly from a range of strategies.

DOMAIN / CONTENT **STANDARD**

EXPECT ATION

CT.CC.L. Language Standards

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

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT **STANDARD** CT.CC.RI Reading Standards for Informational Text

STATE **Craft and Structure FRAMEWORK**

GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CT.CC.RI Reading Standards for Informational Text

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STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.4.

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

DOMAIN / CONTENT STANDARD

CT.CC.RFReading Standards: Foundational Skills

.4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W 4.	. Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

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

GRADE LEVEL

EXPECTATION

SL.4.2.

quantitatively, and orally.

CT.CC.L. Language Standards

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STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

4.			

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

DOMAIN /
CONTENT
STANDARD

CT.CC.L. Language Standards 4.

STANDARD		

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 4.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

NTENT	4.			
NDARD				

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

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.4.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.4.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.4.

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

DOMAIN / CONTENT STANDARD

CT.CC.RFReading Standards: Foundational Skills

.4.

STATE Fluency FRAMEWORK

GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION		With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION

INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.

DOMAIN /
CONTENT
STANDARD

CT.CC.L. Language Standards 4.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 4.

STANDARD

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

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

STATE Key Ideas and Details
FRAMEWORK

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

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

DOMAIN / CONTENT STANDARD

EXPECTATION

CT.CC.RI Reading Standards for Informational Text .4.

GRADE LEVEL EXPECTATION

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

DOMAIN / CONTENT STANDARD

.4.

CT.CC.RI Reading Standards for Informational Text

STATE Integration of Knowledge and Ideas FRAMEWORK

GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CT.CC.RI Reading Standards for Informational Text

.4.

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

DOMAIN / CONTENT **STANDARD**

STATE

CT.CC.RF Reading Standards: Foundational Skills

FRAMEWORK

GRADE LEVEL RF.4.4. Read with sufficient accuracy and fluency to support comprehension. **EXPECT ATION INDICATOR** RF.4.4(a) Read on-level text with purpose and understanding.

INDICATOR RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

Fluency

4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.	. Writing Standards
		Research to Build and Present Knowledge
STATE FRAMEWORK		
	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FRAMEWORK GRADE LEVEL	W.4.9 .	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
FRAMEWORK GRADE LEVEL EXPECT ATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	W.4.9(b) CT.CC.W. 4. W.4.10.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.4.9(b) CT.CC.W. 4. W.4.10.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing 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.
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE STANDARD STATE STANDARD STATE STANDARD STATE STANDARD	W.4.9(b) CT.CC.W. 4. W.4.10.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
GRADE LEVEL EXPECT ATION INDICATOR DOMAIN / CONTENT ST ANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT ST ANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION CONTENT ST ANDARD STATE FRAMEWORK GRADE LEVEL	W.4.9(b) CT.CC.W. 4. W.4.10. CT.CC.S L.4.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD	W.4.9(b) CT.CC.W. 4. W.4.10. CT.CC.S L.4. SL.4.2.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE STANDARD STATE	W.4.9(b) CT.CC.W. 4. W.4.10. CT.CC.S L.4. SL.4.2.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards

STATE

CT.CC.L. Language Standards 4.

RAMEWORK	Contained of Changaia Ligitor

Conventions of Standard English

GRADE LEVEL L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** spelling when writing.

INDICATOR L.4.2(a) Use correct capitalization.

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

DOMAIN / CONTENT **STANDARD** CT.CC.L. Language Standards

STATE Knowledge of Language **FRAMEWORK**

4.

4

4.

GRADE LEVEL L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION**

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

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

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards

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

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT **STANDARD** CT.CC.L. Language Standards

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

UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

Connecticut State Standards Language Arts Grade 4 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** CT.CC.RI Reading Standards for Informational Text

STATE **FRAMEWORK**

.4.

Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN /	CT.CC.W.	Writing Standards

DOMAIN /	CT.CC.W. Writing Standards
CONTENT	4.
STANDARD	

STATE Text Types and Purposes FRAMEWORK

GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

INDICATOR W.4.9

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN /
CONTENT
STANDARD

CT.CC.S Speaking and Listening Standards L.4.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		
in Bio, cross	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(a)	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
	L.4.2(d)	
INDICATOR DOMAIN / CONTENT	L.4.2(d) CT.CC.L.	Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR DOMAIN / CONTENT STANDARD	L.4.2(d) CT.CC.L. 4.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards
INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.4.2(d) CT.CC.L. 4.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.4.2(d) CT.CC.L. 4.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.4.2(d) CT.CC.L. 4. L.4.3(a) L.4.3(b)	Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	L.4.2(d) CT.CC.L. 4. L.4.3(a) L.4.3(b) CT.CC.L.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect.

INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124
		Connecticut State Standards
		Language Arts
		Grade 4 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CT.CC.RI Reading Standards for Informational Text .4. STANDARD

EXPECTATION

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

STATE	Integration of Knowledge and Ideas
FRAMEWORK	

GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CT.CC.RI Reading Standards for Informational Text

.4.

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

DOMAIN / CONTENT **STANDARD**

STATE

CT.CC.RF Reading Standards: Foundational Skills

FRAMEWORK

GRADE LEVEL RF.4.4. Read with sufficient accuracy and fluency to support comprehension. **EXPECT ATION INDICATOR** RF.4.4(a) Read on-level text with purpose and understanding.

INDICATOR RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

Fluency

4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.	. Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small

bag).

INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

DOMAIN /
CONTENT
STANDARD

CT.CC.R Reading Standards for Literature L.4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

DOMAIN / CONTENT **STANDARD**

CT.CC.R Reading Standards for Literature

L.4.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text

DOMAIN / CONTENT **STANDARD**

CT.CC.RI Reading Standards for Informational Text

.4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

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

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text

.4.

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

DOMAIN / CONTENT **STANDARD**

CT.CC.RI Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

STAT	E
FRAM	EWORK

GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECT ATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards

STATE FRAMEWORK	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FRAMEWORK GRADE LEVEL	L.4.1. L.4.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT	L.4.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECT ATION INDICATOR	L.4.1(d) L.4.1(f) CT.CC.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	L.4.1(d) L.4.1(f) CT.CC.L. 4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.4.1(d) L.4.1(f) CT.CC.L. 4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION	L.4.1(d) L.4.1(f) CT.CC.L. 4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR	L.4.1(d) L.4.1(f) CT.CC.L. 4. L.4.2(a) L.4.2(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR DOMAIN / CONTENT	L.4.1(d) L.4.1(f) CT.CC.L. 4. L.4.2(a) L.4.2(d) CT.CC.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.

GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

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

UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

DOMAIN /	CT.CC.R Reading Standards for Literature
CONTENT	L.4.
STANDARD	

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

DOMAIN / CT.CC.RFReading Standards: Foundational Skills CONTENT .4. STANDARD

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

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
CONTENT		Language Standards Conventions of Standard English
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	4.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STATE FRAMEWORK GRADE LEVEL EXPECTATION	4. L.4.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.4.2(a)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT	L.4.2(a) L.4.2(d) CT.CC.L.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	L.4.2(a) L.4.2(d) CT.CC.L.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.4.2(a) L.4.2(d) CT.CC.L. 4.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.4.2(a) L.4.2(d) CT.CC.L. 4.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CT.CC.L.	Language	Standards
4.		

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

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.4.				

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text .4.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in

EXPECTATION	focus and the information provided.
DOMAIN / CONTENT	CT.CC.RI Reading Standards for Informational Text .4.
STANDARD	

GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CT.CC.RI Reading Standards for Informational Text .4.

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

DOMAIN / CONTENT STANDARD

CT.CC.RFReading Standards: Foundational Skills

.4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

NT 4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK	Production and Distribution of Writing	
FRAMEWORK		

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

support particular points in a text").

Т .4

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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

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

CT.CC.L. Language Standards 4.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 4.

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

Connecticut State Standards Language Arts

Grade 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text .4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text .4.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

GRADE LEVEL EXPECTATION	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
CONTENT		Reading Standards for Informational Text Range of Reading and Level of Text Complexity
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	RI.4.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	RI.4.10.	Range of Reading and Level of Text Complexity 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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	RI.4.10.	Range of Reading and Level of Text Complexity 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. FReading Standards: Foundational Skills
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	RI.4.10. CT.CC.RF.4.	Range of Reading and Level of Text Complexity 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. FReading Standards: Foundational Skills Fluency

DOMAIN / CT.CC.W. Writing Standards CONTENT 4.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

	. ,	ose precise language and domain-specific vocabulary to inform about of explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .4.	Speaking and Listening Standards

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.

Comprehension and Collaboration

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

INDICATOR

STATE

FRAMEWORK

GRADE LEVEL

EXPECT ATION

SL.4.1.

INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CT.CC.S Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
EXPECTATION		quantitatively, and orally.

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

L.4.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

4.

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

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards 4.

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

CT.CC.L. Language Standards 4.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

4.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT **STANDARD**

CT.CC.L. Language Standards

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

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Connecticut State Standards Language Arts

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DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text .4.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN / CONTENT **STANDARD**

CT.CC.RI Reading Standards for Informational Text

.4.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
DOMAIN / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RI	FReading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECT ATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W 4.	. Writing Standards

STATE FRAMEWORK **Text Types and Purposes**

GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

INDICATOR W.4.9

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

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECT ATION	SL.4.1.	4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their oclearly.	
INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.	
INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	

INDICATOR

CT.CC.S Speaking and Listening Standards

L.4.

STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

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

DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards L.4.

STATE Presentation of Knowledge and Ideas FRAMEWORK

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

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE FRAMEWORK

GRADE LEVEL EXPECTATION

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR

L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

INDICATOR

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

DOMAIN / CONTENT STANDARD

4.

CT.CC.L. Language Standards

STATE Conventions of Standard English FRAMEWORK

GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

Connecticut State Standards Language Arts

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DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

4.

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

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

L.4.

STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.

INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Language Arts

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DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 4.

STATE	Text Types and Purposes
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STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CT.CC.L. Language Standards CONTENT 4.

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

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CT.CC.W. Writing Standards 4.

DOMAIN / CONTENT STANDARD

CTATE		Total Toward and Downson
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

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

GRADE LEVEL EXPECTATION

L.4.1.

INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1(e)	Form and use prepositional phrases.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards

STATE **Vocabulary Acquisition and Use FRAMEWORK** GRADE LEVEL Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including L.4.6. **EXPECTATION** those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic

to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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DOMAIN / CONTENT **STANDARD** CT.CC.W. Writing Standards

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

CT.CC.W. Writing Standards

4.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards 4.

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

DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

L.4.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 4.

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

INDICATOR	L.4.1(e)	Form and use prepositional phrases.
INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

INDICATOR

L.4.1(e)

Form and use prepositional phrases.

INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language
	L.4.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FRAMEWORK GRADE LEVEL	L.4.3.	
FRAMEWORK GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECT ATION	L.4.3(a)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
FRAMEWORK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT	L.4.3(a) L.4.3(b) CT.CC.L.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect.

to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).