

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

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

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

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

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

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.SL Speaking and Listening Standards**
.4.

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

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.
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INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.4.

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

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

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
4.

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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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
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GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .4.**

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

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

**CT.CC.RF Reading 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.

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

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
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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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 support particular points in a text").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

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

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.
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INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.4.**

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

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

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		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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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
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GRADE LEVEL EXPECTATION L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

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

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

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 Speaking and Listening Standards**
L.4.

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

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

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

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.4.2(a)	Use correct capitalization.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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INDICATOR	L.4.3(b)	Choose punctuation for effect.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

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.
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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).
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**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
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GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.4.**

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.4.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading 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.
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INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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.
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INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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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.4.8.	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 EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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.
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INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.4.

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

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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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.
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INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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INDICATOR	L.4.2(a)	Use correct capitalization.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
4.

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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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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
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GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .4.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .4.**

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

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**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.4.8.	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 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 EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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 Speaking and Listening Standards L.4.**

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

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

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

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.
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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
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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 4.**

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. 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 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 Reading Standards for Literature L.4.**

STATE FRAMEWORK		Craft and Structure
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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 Reading Standards for Literature L.4.

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

DOMAIN / CONTENT STANDARD CT.CC.RF Reading 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.4.3.	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
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GRADE LEVEL EXPECTATION W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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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.
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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].").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

STATE FRAMEWORK		Comprehension and Collaboration
------------------------	--	----------------------------------------

GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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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.
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INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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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.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.
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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.
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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.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

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.
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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).
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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 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.
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GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.4.**

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

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

DOMAIN / CONTENT STANDARD CT.CC.RF Reading 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.4.3.	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 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
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GRADE LEVEL EXPECTATION W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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 Speaking and Listening Standards L.4.

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

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(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**
4.

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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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
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GRADE LEVEL EXPECTATION L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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 Reading Standards for Literature L.4.**

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

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 Reading Standards for Literature L.4.**

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 Reading Standards for Literature L.4.**

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

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading 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.4.3.	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 **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
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GRADE LEVEL EXPECTATION W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD **CT.CC.SL Speaking and Listening Standards 4.**

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

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

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(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 4.

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. Language Standards 4.

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

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 Reading Standards for Informational Text .4.

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

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

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
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading 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.
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INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
4.

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
4.

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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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 support particular points in a text").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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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(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.

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

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. 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 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**
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
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GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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
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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.
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .4.**

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

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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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.
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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").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

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

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

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. Language Standards
4.**

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

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.RF Reading Standards: Foundational Skills
.4.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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 4.**

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

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
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GRADE LEVEL EXPECTATION W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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 support particular points in a text").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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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.
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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.
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INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

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

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

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. 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 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
.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.
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .4.**

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

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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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.
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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").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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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.
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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.
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INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.

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

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. 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).

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .4.**

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

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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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.
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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").
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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.
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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	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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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.
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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	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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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).
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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).
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UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

**Connecticut State Standards
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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.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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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.
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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.
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .4.**

STATE FRAMEWORK		Fluency
------------------------	--	----------------

GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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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.
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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.
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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").
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

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

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

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. 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).

**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 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 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.

**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
.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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading 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.4.3.	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
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GRADE LEVEL EXPECTATION W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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].").
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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").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

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

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

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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	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. 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 5: WRITING FROM PICTURES Week 16 Page 131-138

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

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

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

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading 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.4.3.	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
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GRADE LEVEL EXPECTATION W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

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

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

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

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

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 Reading Standards for Informational Text .4.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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**
.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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading 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.
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INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.4.8.	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 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 EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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

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

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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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).
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INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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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	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. Language Standards**
4.

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

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

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

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

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .4.**

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

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.4.8.	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 support particular points in a text").
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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 EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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 Speaking and Listening Standards**
L.4.

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

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

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

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.4.2(a)	Use correct capitalization.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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**
4.

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. Language Standards**
4.

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

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

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

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 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.
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 .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.RF Reading 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
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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 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.4.6.	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
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.4.2(a)	Use correct capitalization.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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INDICATOR	L.4.3(b)	Choose punctuation for effect.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
4.

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.
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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).

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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 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	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.
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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.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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INDICATOR	L.4.3(b)	Choose punctuation for effect.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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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.
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INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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.
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INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 4.**

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

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

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).

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 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.
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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.
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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.
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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. 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.

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).

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 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	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.
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INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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INDICATOR	L.4.3(b)	Choose punctuation for effect.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 4.**

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

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

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