Main Criteria: Structure and Style for Students Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grade: 4

Structure and Style for Students

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

Washington DC Academic Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Integration of Knowledge and Ideas

STUDENT4.Rl.7.Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,EXPECTATION /animations, or interactive elements on Web pages) and explain how the information contributes to an understandingESSENTIALof the text in which it appears.

SKILL

STUDENT	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
EXPECTATION /		
ESSENTIAL		
SKILL		

CONTENT	DC.CC.4. Reading Standards for Informational Text
STANDARD /	RI.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.

CONTENT	DC.CC.4. Reading Standards: Foundational Skills
STANDARD /	RF.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.

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

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DISCIPLINE

Key Ideas and Details STANDARD / ESSENTIAL SKILL 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences STUDENT EXPECTATION / from the text. ESSENTIAL SKILL STUDENT 4 RI 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. EXPECTATION / ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE Craft and Structure STANDARD / ESSENTIAL SKILL STUDENT 4 RI 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 EXPECTATION / topic or subject area. ESSENTIAL SKILL STUDENT 4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, EXPECTATION / concepts, or information in a text or part of a text. ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / Integration of Knowledge and Ideas ESSENTIAL SKILL STUDENT 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, EXPECTATION / animations, or interactive elements on Web pages) and explain how the information contributes to an understanding **ESSENTIAL** of the text in which it appears. SKILL 4.RI.8. STUDENT Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION / ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND /

ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECT ATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.

EXPECTATION 4.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30
		Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STUDENT EXPECTATION /	4.RL.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).

SKILL

CONTENT STANDARD /	DC.CC.4. Reading Standards for Literature RL.
STRAND / DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
STANDARD /		Fluency
ESSENTIAL SKILL		
ESSENTIAL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.a.	Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	4.RF.4.a. 4.RF.4.c.	Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	4.RF.4.a. 4.RF.4.c. DC.CC.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL	4.RF.4.a. 4.RF.4.c. DC.CC.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards

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

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

EXPECTATION 4.W.3.e. Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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].").

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD /	DC.CC.4. SL.	Speaking and Listening Standards

ST ANDARD / ST RAND / DISCIPLINE

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

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

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STUDENT 4.SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal EXPECTATION / discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. ESSENTIAL SKILL

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.

EXPECTATION 4.L.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).

ST ANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4 L.	. Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION ESSENTIAL SKILL	4.L.6. /	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

Washington DC Academic Standards Language Arts

Grade 4 - Adopted: 2010

CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature

ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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].").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT 4.W.10. EXPECTATION / ESSENTIAL SKILL

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.

CONTENT DC.CC.4. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE

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

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

 SSENTIAL
 SKILL

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	

DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.

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

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
EXPECTATION	4.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL		Vocabulary Acquisition and Use

SKILL	
STUDENT EXPECTATION / ESSENTIAL SKILL	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENTIAL SKILL		Fluency
ESSENTIAL	4.RF.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.a.	Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	4.RF.4.a. 4.RF.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	4.RF.4.a. 4.RF.4.c. DC.CC.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT ST ANDARD / DISCIPLINE ST ANDARD / ESSENTIAL	4.RF.4.a. 4.RF.4.c. DC.CC.4. W.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	4.RF.4.a. 4.RF.4.c. DC.CC.4. W.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT4.W.10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aEXPECTATION /single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.ESSENTIALskill

CONTENT DC.CC.4. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE

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

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND /	DC.CC.4. Speaking and Listening Standards SL.
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT	DC CC 4	Language Standards
ST ANDARD / ST RAND / DISCIPLINE	L.	
STRAND /		Knowledge of Language
STRAND / DISCIPLINE STANDARD / ESSENTIAL		
ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECT ATION / ESSENTIAL	L.	Knowledge of Language
ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECT AT ION / ESSENT IAL SKILL	L. 4.L.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECT ATION / ESSENTIAL SKILL EXPECTATION	L. 4.L.3. 4.L.3.a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECTATION EXPECTATION EXPECTATION	L. 4.L.3. 4.L.3.a. 4.L.3.b. 4.L.3.c.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL ST UDENT EXPECTATION EXPECTATION EXPECTATION EXPECTATION CONTENT ST AND ARD / ST RAND /	L. 4.L.3. 4.L.3.a. 4.L.3.b. 4.L.3.c. DC.CC.4.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STUDENT EXPECT ATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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
		Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT	DC.CC.4. Reading Standards for Literature
STANDARD /	RL.
STRAND /	

STRAND /
DISCIPLINE

CONTENT

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT	DC.CC.4. Reading Standards: Foundational Skills
STANDARD /	RF.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

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

STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
ESSENTIAL	4.W.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	4.W.9.a. DC.CC.4.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL	4.W.9.a. DC.CC.4.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). Writing Standards

ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
ST UDENT EXPECT AT ION / ESSENT IAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
EXPECTATION	4.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use

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

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Washington DC Academic Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Fluency				
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.				
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.				
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards				
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes				
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				

		sequence that unions naturally.
EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

EXPECTATION / and editing. ESSENTIAL SKILL

STUDENT	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
EXPECTATION /		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
ESSENTIAL		minimum of one page in a single sitting.
SKILL		

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT	DC.CC.4.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 4.W.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].").

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.4.	Speaking	and	Listening	Standards
STANDARD /	SL.			-	
STRAND /					

DISCIPLINE

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

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

EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
EXPECTATION	4.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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

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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.4. Reading Standards for Literature RL.

Key Ideas and Details STANDARD / ESSENTIAL SKILL Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences STUDENT 4.RL.1. EXPECTATION / from the text. **ESSENTIAL** SKILL STUDENT 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. EXPECTATION / **ESSENTIAL** SKILL STUDENT 4.RL.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). EXPECTATION / ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Literature STANDARD / RL. STRAND / DISCIPLINE STANDARD / Craft and Structure ESSENTIAL SKILL STUDENT 4.RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between EXPECTATION / first- and third-person narrations. ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Literature STANDARD / RL. STRAND / DISCIPLINE STANDARD / Range of Reading and Level of Text Complexity ESSENTIAL SKILL STUDENT 4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text EXPECTATION / complexity band proficiently, with scaffolding as needed at the high end of the range. ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards: Foundational Skills STANDARD / RF. STRAND / DISCIPLINE STANDARD / Fluency ESSENTIAL SKILL STUDENT 4.RF.4. Read with sufficient accuracy and fluency to support comprehension. **EXPECTATION** / ESSENTIAL SKILL

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

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

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
EXPECTATION / ESSENTIAL	4.W.4. 4.W.5.	

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge

 STUDENT
 4.W.8.
 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes

 EXPECTATION /
 and categorize information, and provide a list of sources.

 ESSENTIAL
 skill

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND / DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 4.W.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].").

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

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

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

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

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
ESSENTIAL	4.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		Demonstrate command of the conventions of standard English grammar and usage when writing or
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	4.L.1.f. DC.CC.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL	4.L.1.f. DC.CC.4. L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	4.L.1.f. DC.CC.4. L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.f. DC.CC.4. L. 4.L.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
EXPECTATION	4.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECT ATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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
		Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.



ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT	DC.CC.4.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL	Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 4.W.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").

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

STANDARD / Range of Writing

ESSENT SKILL	IAL		
STUDEN EXPECT ESSENT SKILL	ATION /	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

STANDARD /	Conventions of Standard English
ESSENTIAL	
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION

4.L.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE
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ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

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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Washington DC Academic Standards

Language Arts

Grade 4 - Adopted: 2010

		Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.

STUDENT	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
EXPECTATION /		
ESSENTIAL		
SKILL		

CONTENT	DC.CC.4. Reading Standards for Informational Text
STANDARD /	RI.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT	DC.CC.4. Reading Standards: Foundational Skills
STANDARD /	RF.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.

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

CONTENT	DC.CC.4.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND /	DC.CC.4. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
EXPECTATION CONTENT ST ANDARD / ST RAND / DISCIPLINE		
CONTENT ST ANDARD / ST RAND /	DC.CC.4.	support particular points in a text").

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	

STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4 L.	. Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION ESSENTIAL SKILL	4.L.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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Washington DC Academic Standards Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / STRAND /		Reading Standards for Informational Text Range of Reading and Level of Text Complexity
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENT IAL		-
ST AND ARD / ST RAND / DISCIPLINE ST AND ARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RI. 4.RI.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
ST AND ARD / ST RAND / DISCIPLINE ST AND ARD / ESSENT IAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT ST AND ARD / ST RAND /	RI. 4.RI.10. DC.CC.4.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST AND ARD / ST RAND / DISCIPLINE ST AND ARD / ESSENT IAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT ST AND ARD / DISCIPLINE ST AND ARD / ESSENT IAL	RI. 4.RI.10. DC.CC.4. RF. 4.RF.4.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards: Foundational Skills
ST AND ARD / ST RAND / DISCIPLINE ST AND ARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL ST AND ARD / DISCIPLINE ST AND ARD / ESSENTIAL SKILL ST UDENT EXPECT ATION / ESSENT IAL	RI. 4.RI.10. DC.CC.4. RF. 4.RF.4.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards: Foundational Skills Fluency

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECT ATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECT ATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. I L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL		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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Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DISCIPLINE

Key Ideas and Details STANDARD / ESSENTIAL SKILL 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences STUDENT EXPECTATION / from the text. ESSENTIAL SKILL STUDENT 4 RI 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. EXPECTATION / ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE Craft and Structure STANDARD / ESSENTIAL SKILL STUDENT 4 RI 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 EXPECTATION / topic or subject area. ESSENTIAL SKILL STUDENT 4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, EXPECTATION / concepts, or information in a text or part of a text. ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / Integration of Knowledge and Ideas ESSENTIAL SKILL STUDENT 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, EXPECTATION / animations, or interactive elements on Web pages) and explain how the information contributes to an understanding **ESSENTIAL** of the text in which it appears. SKILL 4.RI.8. STUDENT Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION / ESSENTIAL SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND /

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / ESSENTIAL	4.W.2. 4.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / ESSENTIAL SKILL		Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
EXPECTATION / ESSENTIAL SKILL EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	4.W.2.a. 4.W.2.b. 4.W.2.d.	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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	4.W.2.a. 4.W.2.b. 4.W.2.d. DC.CC.4.	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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration

STUDENT4.SL.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.ESSENTIALSKILL

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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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Washington DC Academic Standards

Language Arts

Grade 4 - Adopted: 2010

		Grade 4 - Adopted, 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
ESSENTIAL	4.RF.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.a.	Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	4.RF.4.a. 4.RF.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	4.RF.4.a. 4.RF.4.c. DC.CC.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL	4.RF.4.a. 4.RF.4.c. DC.CC.4. W.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	4.RF.4.a. 4.RF.4.c. DC.CC.4. W.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124
		Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text

DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / STRAND / DISCIPLINE

DISCIPLINE		
ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	4.L.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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 15 Page 125-130
		Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	4.W.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].").
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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
		Washington DC Academic Standards
		Language Arts

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CONTENT		
STANDARD /		
STRAND /		
DISCIPLINE		

DC.CC.4. Reading Standards for Literature RL.

ST ANDARD / ESSENTIAL SKILL

Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECT ATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

DISCIPLINE		
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / ESSENTIAL		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").
EXPECT ATION / ESSENTIAL SKILL	4.W.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or
EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT ST AND ARD / ST RAND /	4.W.9.a. DC.CC.4.	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].").
EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT ST ANDARD / DISCIPLINE ST ANDARD / ESSENTIAL	4.W.9.a. DC.CC.4.	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]."). Writing Standards
EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / DISCIPLINE ST ANDARD / ESSENTIAL STUDENT EXPECTATION / ESSENTIAL	4.W.9.a. DC.CC.4. W. 4.W.10.	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]."). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	4.W.9.a. DC.CC.4. W. 4.W.10.	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]."). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STUDENT4.SL.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.ESSENTIALSKILL

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. Language Standards L.	

ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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

$Washington\, {\rm DC}\, {\rm Academic}\, {\rm Standards}$

Language Arts

Grade 4 - Adopted: 2010

CONTENT	DC.CC.4. Reading Standards for Informational Text
STANDARD /	RI.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.

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

	1.1.0.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.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").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
STANDARD /		Comprehension and Collaboration
ESSENTIAL SKILL		
ESSENTIAL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		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
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	4.SL.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION	4.SL.1.a. 4.SL.1.b. 4.SL.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION EXPECTATION EXPECTATION CONTENT	4.SL.1.a. 4.SL.1.b. 4.SL.1.c. 4.SL.1.d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
EXPECTATION	4.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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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		Washington DC Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

CONTENT STANDARD / STRAND /	DC.CC.4. Reading Standards for Informational Text RI.
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT 4.R EXPECTATION / ESSENTIAL SKILL

4.Rl.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.

CONTENT	DC.CC.4. Reading Standards: Foundational Skills	
STANDARD /	RF.	
STRAND /		
DISCIPLINE		

STANDARD / ESSENTIAL SKILL		Fluency		
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.		
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.		
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards		
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes		
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards		
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing		
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		

STUDENT	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
EXPECTATION /		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
ESSENTIAL		minimum of one page in a single sitting.
SKILL		

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 4.W.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").

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.4.	Speaking	and	Listening	Standards
STANDARD /	SL.			-	
STRAND /					

STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL	Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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

EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.

CONTENT	DC.CC.4.	Language	Standards
STANDARD /	L.		
STRAND /			
DISCIPLINE			

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
EXPECTATION	4.L.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).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.4. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND /	DC.CC.4. L.	Language Standards

STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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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CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / Key Ideas and Details ESSENTIAL SKILL 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences STUDENT EXPECTATION / from the text ESSENTIAL SKILL STUDENT 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / **Craft and Structure** ESSENTIAL SKILL STUDENT 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 EXPECTATION / topic or subject area. **ESSENTIAL** SKILL STUDENT 4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, EXPECTATION / concepts, or information in a text or part of a text. **ESSENTIAL** SKILL STUDENT 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in EXPECTATION / focus and the information provided. **ESSENTIAL** SKILL CONTENT DC.CC.4. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / Integration of Knowledge and Ideas ESSENTIAL SKILL STUDENT 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, EXPECTATION / animations, or interactive elements on Web pages) and explain how the information contributes to an understanding **ESSENTIAL** of the text in which it appears. SKILL STUDENT 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION / **ESSENTIAL**

SKILL

STUDENT	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION /		
ESSENTIAL		
SKILL		
ESSENTIAL		

CONTENT	DC.CC.4. Reading Standards for Informational Text
ST ANDARD /	RI.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	4.Rl.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.

CONTENT	DC.CC.4. Reading Standards: Foundational Skills
STANDARD /	RF.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.

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

CONTENT	DC.CC.4. V	Vriting Standards
STANDARD /	W.	
STRAND /		
DISCIPLINE		

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. Writing Standards W.	

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
/ ESSENTIAL SKILL		
	4.W.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").
SKILL	4.W.9.b.	
SKILL EXPECTATION CONTENT ST ANDARD / ST RAND /	4.W.9.b. DC.CC.4.	support particular points in a text").

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
		bag).

EXPECTATION 4.L.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE

STANDARD / **Conventions of Standard English** ESSENTIAL SKILL STUDENT 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECTATION** spelling when writing. / ESSENTIAL SKILL Use correct capitalization. EXPECTATION 4.L.2.a. EXPECTATION 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
EXPECTATION	4.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards

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

EXPECTATION 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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 7: INVENTIVE WRITING Week 20 Page 171-176
		Washington DC Academic Standards
		Language Art s Grade 4 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / SL. SL. ST ANDARD / DISCIPLINE Comprehension and Collaboration ST ANDARD / ESSENTIAL, SKILL Paraphrase potions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ST ANDARD / ESSENTIAL, SKILL DC.CC.4. Language Standards ST ANDARD / ESSENTIAL, SKILL DC.CC.4. Language Standards ST ANDARD / ESSENTIAL, SKILL Conventions of Standard English ST ANDARD / ISSENTIAL, SKILL DC.CC.4. Language Standards ST ANDARD / ISSENTIAL, SKILL Conventions of Standard English ST ANDARD / ISSENTIAL, SKILL Conventions of Standard English ST ANDARD / ISSENTIAL, SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ST ANDARD / SKILL Demonstrate command of the conventional paterns (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L14. Order adjectives within sentences according to conventional paterns (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L14. Form and use prepositional phrases. EXPECTATION 4.L14. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT ST ANDARD / L. DC.CC.4. Language Standards			
EXPECTATION / single sitting or a day or woo) for a range of discipline-specific tasks, purposes, and audiences. SIGL Signame SIGL Signame STANDARD // SIGL S. STANDARD // SIGL Comprehension and Collaboration STUDENT SIGL 4.5.2. Comprehension and Collaboration comprehension and collaboration STANDARD // SIGL 4.5.2. Conventions of a text read aloud or information presented in diverse media and homats, including visually, quantitatively, and orally. STANDARD // SIGL Conventions of Standard English STANDARD // SIGL Conventions of Standard English STANDARD // SIGL 4.1.1. Order adjectives within sentences according to conventional paterns (e.g., a small red bag raber than a red small bag). EXPECTATION // SIGL 4.1.1. Form and use prepositional phrases. EXPECTATION // SIGL Loccc4. Log	ESSENTIAL		Range of Writing
STANDAD / SL. STANDAD / SL. STANDAD / Comprehension and Collaboration SSTANDAD / SL. STUDENT 4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SSENTIAL CCC.4. LAnguage Standards STANDAD / STANDAD / STANDAD / Conventions of Standard English SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or preserventional paterns (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L.1. Porture adjectives within sentences according to conventional paterns (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT STANDAD / Scc.4. EXPECTATION 4.L.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT STANDAD / Scc.4. EXPECTATION 4.L.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT / Scc.4. </td <td>EXPECTATION / ESSENTIAL</td> <td>4.W.10.</td> <td></td>	EXPECTATION / ESSENTIAL	4.W.10.	
ESSENTIAL SKILL ALL Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, ESSENTIAL SKILL STUDENT ESSENTIAL SKILL A.S.L.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, essential, skill CONTENT STANDARD / SSENTIAL SKILL DC.C.C.4. Language Standards STANDARD / SSENTIAL SKILL Conventions of Standard English SSENTIAL SKILL STUDENT STANDARD / ESSENTIAL SKILL Pemonstrate command of the conventions of standard English grammar and usage when writing or speaking. STUDENT FEXECTATION EXPECTATION 4.L.1. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION STANDARD / STANDARD /	CONTENT STANDARD / STRAND / DISCIPLINE		Speaking and Listening Standards
EXPECTATION / ESSENTIAL quantitatively, and orally. ESSENTIAL DC.CC.4. Language Standards STANDARD / STANDARD / STANDARD / SESSENTIAL Conventions of Standard English STANDARD / SSENTIAL Conventions of Standard English STANDARD / SSENTIAL A.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION 4.L.1. Demonstrate command of the conventional patems (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L.1. EXPECTATION 4.L.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT DISCIPLINE Dec.C.4. Language Standards STANDARD / STRAND / SIGNARD / SSTANDARD / SSTAND	ESSENTIAL		Comprehension and Collaboration
ST ANDARD / DISCIPLINE L. Conventions of Standard English ST ANDARD / ESSENTIAL SKILL Q Conventions of Standard English ST UDENT EXPECTATION / ESSENTIAL SKILL Q Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / ESSENTIAL SKILL Q Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION / L. Form and use prepositional phrases. Form and use prepositional phrases. EXPECTATION / L. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT / DISCIPLINE DC.CC.4. Language Standards STANDARD / ESSENTIAL SKILL Conventions of Standard English STANDARD / ESSENTIAL SKILL Q DISCIPLINE L. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT / STANDARD / L. Conventions of Standard English STANDARD / ESSENTIAL SKILL Q STANDARD / ESSENTIAL SKILL L. STUDENT EXPECTATION 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION / ESSENTIAL	4.SL.2.	
ESSENTIAL SKILL Skill Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STUDENT EXPECTATION / ESSENTIAL Skill Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / ESSENTIAL Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L.1.e. Form and use prepositional phrases. EXPECTATION 4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT ST ANDARD / DISCIPLINE DC.CC.4. Language Standards STANDARD / ESSENTIAL Conventions of Standard English STUDENT EXPECTATION 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and speling when writing.	CONTENT STANDARD / STRAND / DISCIPLINE		Language Standards
EXPECTATION speaking. EXPECTATION 4.L.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION 4.L.1.e. Form and use prepositional phrases. EXPECTATION 4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / SKILL Conventions of Standard English STUDENT EXPECTATION 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ESSENTIAL		Conventions of Standard English
EXPECTATION 4.L.1.e. Form and use prepositional phrases. EXPECTATION 4.L.1.f. Forduce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT STANDARD / DISCIPLINE DC.CC.4. Language Standards STANDARD / DISCIPLINE Conventions of Standard English STUDENT EXPECTATION / ESSENTIAL 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and selling when writing.	EXPECTATION / ESSENTIAL	4.L.1.	
EXPECTATION 4.L.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CONTENT STANDARD / DISCIPLINE DC.CC.4. Language Standards ST ANDARD / DISCIPLINE Conventions of Standard English ST ANDARD / ESSENTIAL Conventions of Standard English ST UDENT ESSENTIAL 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	4.L.1.d.	
CONTENT STANDARD / DISCIPLINE DC.CC.4. Language Standards STANDARD / DISCIPLINE Conventions of Standard English STANDARD / ESSENTIAL SKILL Conventions of Standard English STUDENT EXPECTATION / ESSENTIAL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	4.L.1.e.	Form and use prepositional phrases.
ST ANDARD / DISCIPLINE L. ST ANDARD / DISCIPLINE Conventions of Standard English ST ANDARD / ESSENTIAL SKILL Conventions of Standard English ST UDENT EXPECT ATION / ESSENTIAL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ESSENTIAL SKILL STUDENT 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and SPECTATION / ESSENTIAL	CONTENT STANDARD / STRAND / DISCIPLINE		Language Standards
EXPECTATION spelling when writing.	ESSENTIAL		Conventions of Standard English
	EXPECTATION / ESSENTIAL	4.L.2.	

EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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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CONTENT	DC.CC.4. W	riting Standards
STANDARD /	W.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. SL.	Speaking and Listening Standards

ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.e.	Form and use prepositional phrases.
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT	DC.CC.4.	Language	Standards
STANDARD /	L.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.4.	Language Standards
STANDARD /	L.	
STRAND /		

SKILL

 DISCIPLINE

 ST ANDARD / ESSENTIAL SKILL
 Knowledge of Language

 ST UDENT EXPECTATION / ESSENTIAL
 4.L.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. Language Standards L.	
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION ESSENTIAL SKILL	4.L.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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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. Writing Standards W.		
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards	
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing	
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

STUDENT4.W.5.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
and editing.ESSENTIALSKILL

STUDENT	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
EXPECTATION /		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
ESSENTIAL		minimum of one page in a single sitting.
SKILL		

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.e.	Form and use prepositional phrases.
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
EXPECTATION	4.L.2.a.	Use correct capitalization.		
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards		
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language		
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.		
EXPECTATION	4.L.3.b.	Choose punctuation for effect.		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards		
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use		
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. Writing Standards N.			cc.	C.4	2.4.	.4.	. w	Wri	ritii	ng S	Sta	nda	rds
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ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.

CONTENT	DC.CC.4. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.4. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	DC.CC.4. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.e.	Form and use prepositional phrases.
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L.3.b.	Choose punctuation for effect.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT4.L.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).SKILL

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CONTENT DC.CC.4. Writing Standards STANDARD / W. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT DC.CC.4. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	4.L.1.e.	Form and use prepositional phrases.
EXPECTATION	4.L.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2.a.	Use correct capitalization.
EXPECTATION	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3.a.	Choose words and phrases to convey ideas precisely.	
EXPECTATION	4.L.3.b.	Choose punctuation for effect.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.4. Language Standards L.		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION / ESSENTIAL SKILL	4.L.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).	