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
STANDARD / 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.
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 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

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

STANDARD / 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 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. SL.	Speaking and Listening Standards
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
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		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

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

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).

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.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.
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 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

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

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		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.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
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		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**
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 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 / 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

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 / 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

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.

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**

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.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**

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.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

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**
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 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

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
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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
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 / 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
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.
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
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.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
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.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

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
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
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 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**

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

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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.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.

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 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
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
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.

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.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

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**
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
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 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

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 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

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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

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 / 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

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.
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

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.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**
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.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
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
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** |

| 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 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** |

| 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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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**

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 / 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

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.
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

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.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
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.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
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
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
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 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

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	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
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 / 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

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.

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

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.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

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.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

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
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

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 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

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

STANDARD / 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.
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 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

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

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.

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

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

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

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

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

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

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.

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
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
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

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

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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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.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.
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 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
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

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.

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

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

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
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
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).

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.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.
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 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

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

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.

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

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

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

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

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**

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.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

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.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.

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.

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

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.

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

STANDARD / ESSENTIAL 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

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**

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.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
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.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.

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.

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

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.

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.
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).

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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.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		**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
STANDARD / 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
STANDARD / 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
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

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		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**
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**
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.

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**

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	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.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		**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 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
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		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

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**

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.

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

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

STANDARD / 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.

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.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 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**
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**

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.

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.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

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

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 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
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	DC.CC.4. RI.	Reading Standards for Informational Text
STANDARD / 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.
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.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 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**

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**

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.

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.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**
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**
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 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

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
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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.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.
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.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 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

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

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.

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.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
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
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 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

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	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		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

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.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

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

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	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		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

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

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.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

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

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	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		**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**

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.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**

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
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	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. |

| 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. |

| 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** |

| 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.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**

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**

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	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.
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.

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
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.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
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** |

| **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). |