Structure and Style for Students

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDING	CC4RI5.	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.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
ENDURING UNDERSTANDING	CC4RI7.	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.
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**

ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	**DE.CC4RF.**	**Reading Standards: Foundational Skills (K-5)**

STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTANDING	**CC4RF4.**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**

STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**

STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**

STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTANDING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b.	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'').

STANDARD / STRAND	**DE.CC4SL.**	**Speaking and Listening Standards K-5**

STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTANDING	**CC4SL1.**	**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.**

BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c .	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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
ENDURING UNDERSTANDI NG	CC4SL4.	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.
ENDURING UNDERSTANDI NG	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTAND ING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTAND ING	**CC4L4.**	**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.**
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5	
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5	
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDING	CC4RI5.	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.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5	
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
ENDURING UNDERSTANDING	CC4RI7.	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.
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5	

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4RF.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e.	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b .	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'').

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	**CC4SL1 .**	**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.**
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c .	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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4SL4.	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.
ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDI NG	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RL2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ENDURING UNDERSTANDI NG	CC4RL3.	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).

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDI NG	CC4RL6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
ENDURING UNDERSTANDI NG	CC4RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTAND ING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		**Text Types and Purposes**

ENDURING UNDERSTANDING	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a.	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].'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	**CC4SL1.**	**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.**
BENCHMARK	CC4SL1a.	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.
BENCHMARK	CC4SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c.	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.
BENCHMARK	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4SL4.	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.
ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L4.**	**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.**
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	CC4L6.	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).

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RL2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ENDURING UNDERSTANDING	CC4RL3.	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).

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDING	CC4RL6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
ENDURING UNDERSTANDING	CC4RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTAND ING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		**Text Types and Purposes**

ENDURING UNDERSTANDING	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a.	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].'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	**Speaking and Listening Standards K-5**

STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTANDING	**CC4SL1.**	**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.**
BENCHMARK	CC4SL1a.	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.
BENCHMARK	CC4SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c.	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.
BENCHMARK	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4SL.	**Speaking and Listening Standards K-5**

STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	**Speaking and Listening Standards K-5**

STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
ENDURING UNDERSTANDING	CC4SL4.	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.
ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L.	**Language Standards K-5**

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC4L2a.	Use correct capitalization.

BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.

BENCHMARK	CC4L3b.	Choose punctuation for effect.

BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC4L4.	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.

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDI NG	CC4RI5.	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.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
ENDURING UNDERSTANDI NG	CC4RI7.	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.
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
ENDURING UNDERSTANDI NG	CC4RI10 .	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTAND ING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**

BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.

BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

BENCHMARK	CC4W2a.	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.

BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC4W9b.	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'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL1.	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.

BENCHMARK	CC4SL1a.	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.

BENCHMARK	CC4SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK	CC4SL1c.	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.

BENCHMARK	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4SL4.	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.

ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**	

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**	

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**	

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**	

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L4.**	**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.**
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RL2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ENDURING UNDERSTANDI NG	CC4RL3.	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).

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RL6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**

BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	**CC4W3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a.	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].'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL1.	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.
BENCHMARK	CC4SL1a.	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.
BENCHMARK	CC4SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c.	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.
BENCHMARK	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4SL4.	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.

ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L4.**	**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.**
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RL2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ENDURING UNDERSTANDI NG	CC4RL3.	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).

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RL6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**

BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	**DE.CC4W .**	**Writing Standards K-5**

STRAND / INDICATOR		**Text Types and Purposes**
ENDURING UNDERSTAND ING	**CC4W3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / STRAND	**DE.CC4W .**	**Writing Standards K-5**

STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	CC4W6.	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.

STANDARD / STRAND	**DE.CC4W .**	**Writing Standards K-5**

STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	**DE.CC4W .**	**Writing Standards K-5**

STRAND / INDICATOR		**Research to Build and Present Knowledge**

ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a.	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].'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL1.	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.
BENCHMARK	CC4SL1a.	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.
BENCHMARK	CC4SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c.	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.
BENCHMARK	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4SL4.	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.

ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC4L2a.	Use correct capitalization.

BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.

BENCHMARK	CC4L3b.	Choose punctuation for effect.

BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L4.	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.

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RL2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ENDURING UNDERSTANDI NG	CC4RL3.	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).

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RL6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**

BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	**CC4W3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC4W3e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a.	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].'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL1.	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.
BENCHMARK	CC4SL1a.	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.
BENCHMARK	CC4SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c.	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.
BENCHMARK	CC4SL1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4SL4.	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.

ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC4L2a.	Use correct capitalization.

BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.

BENCHMARK	CC4L3b.	Choose punctuation for effect.

BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L4.	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.

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDING	CC4RI5.	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.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI7.	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.
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4RF.	**Reading Standards: Foundational Skills (K-5)**

STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTANDING	**CC4RF4.**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W.	**Writing Standards K-5**

STRAND / INDICATOR		**Text Types and Purposes**
ENDURING UNDERSTANDING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W.	**Writing Standards K-5**

STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	**Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b .	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'').

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.

BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.

BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L4.**	**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.**

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND   **DE.CC4R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND   **DE.CC4R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDI NG	CC4RI5.	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.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI7.	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.
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10 .	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b.	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'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDI NG	CC4RI5.	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.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI7.	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.
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4RF.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	**CC4RF4.**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTAND ING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b .	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'').

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		**Range of Writing**
ENDURING UNDERSTANDI NG	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTAND ING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTAND ING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L4.**	**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.**

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	**DE.CC4R Reading Standards for Informational Text K-5** **I.**

STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDI NG	CC4RI5.	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.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI7.	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.
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10 .	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC4RF4 .	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDING	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND **DE.CC4W.** Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND **DE.CC4W.** Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND **DE.CC4W.** Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b.	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'').

STANDARD / STRAND **DE.CC4W.** Writing Standards K-5

STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDING	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

BENCHMARK	CC4L2a.	Use correct capitalization.

BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.

BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	**CC4L4.**	**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.**

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI7.	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.
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	**DE.CC4RF.**	**Reading Standards: Foundational Skills (K-5)**

STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTANDING	**CC4RF4.**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**

STRAND / INDICATOR		**Text Types and Purposes**
ENDURING UNDERSTANDING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**

STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND   **DE.CC4W**   **Writing Standards K-5**
.

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b.	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'').

STANDARD / STRAND   **DE.CC4W**   **Writing Standards K-5**
.

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND   **DE.CC4SL.**   **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND   **DE.CC4L.**   **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND   **DE.CC4L.**   **Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

BENCHMARK	CC4L2a.	Use correct capitalization.

BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.

BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L4.**	**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.**

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

BENCHMARK	CC4L5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STANDARD / STRAND	**DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

Delaware Standards and Instruction

Language Arts

Grade **4** - Adopted: **2010**

STANDARD / STRAND	**DE.CC4R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4RI7.	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.
ENDURING UNDERSTANDI NG	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC4RI10 .	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC4RF4 .	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC4W9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b.	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").

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTAND ING	**CC4L4.**	**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.**
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
BENCHMARK	CC4L4c.	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.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R L. Reading Standards for Literature K-5	
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDI NG	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC4RL3.	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).

STANDARD / STRAND	DE.CC4R L. Reading Standards for Literature K-5	
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
ENDURING UNDERSTANDI NG	CC4RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5	
STRAND / INDICATOR		**Key Ideas and Details**

ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	**DE.CC4RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD / STRAND	**DE.CC4RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	**DE.CC4RI.**	**Reading Standards for Informational Text K-5**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	**DE.CC4RF.**	**Reading Standards: Foundational Skills (K-5)**
STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTANDING	**CC4RF4.**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	**DE.CC4W.**	**Writing Standards K-5**
STRAND / INDICATOR		**Text Types and Purposes**

ENDURING UNDERSTAND ING	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9a.	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].'').
BENCHMARK	CC4W9b.	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'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTANDING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTANDING	**CC4L4.**	**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.**
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RL3.	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).

STANDARD / STRAND	DE.CC4R L.	Reading Standards for Literature K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	**CC4RF4 .**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	**CC4W3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9a.	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].'').

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTAND ING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTAND ING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		**Knowledge of Language**
ENDURING UNDERSTAND ING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
ENDURING UNDERSTAND ING	**CC4L4.**	**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.**
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		**Vocabulary Acquisition and Use**

| ENDURING UNDERSTANDING | CC4L6. | 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). |

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Key Ideas and Details**
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Craft and Structure**
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDING	CC4RI5.	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.
ENDURING UNDERSTANDING	CC4RI6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
ENDURING UNDERSTANDING	CC4RI7.	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.
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
ENDURING UNDERSTANDING	CC4RI9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	**CC4RF4.**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b .	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'').

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	**CC4SL1 .**	**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.**
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c .	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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L4.	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.

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5	

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R I. Reading Standards for Informational Text K-5	

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDING	CC4RI5.	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.
ENDURING UNDERSTANDING	CC4RI6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
ENDURING UNDERSTANDING	CC4RI7.	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.
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
ENDURING UNDERSTANDING	CC4RI9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD / STRAND	DE.CC4R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		**Fluency**
ENDURING UNDERSTANDING	**CC4RF4.**	**Read with sufficient accuracy and fluency to support comprehension.**
BENCHMARK	CC4RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		**Text Types and Purposes**
ENDURING UNDERSTANDING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		**Research to Build and Present Knowledge**
ENDURING UNDERSTAND ING	**CC4W9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
BENCHMARK	CC4W9b .	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'').

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5
STRAND / INDICATOR		**Range of Writing**
ENDURING UNDERSTANDI NG	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTAND ING	**CC4SL1 .**	**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.**

BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c .	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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
ENDURING UNDERSTANDI NG	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTAND ING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5
STRAND / INDICATOR		**Conventions of Standard English**
ENDURING UNDERSTAND ING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC4L3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.

BENCHMARK	CC4L3b.	Choose punctuation for effect.

BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC4L4.	**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.**

BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4R Reading Standards for Informational Text K-5 I.	

STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	CC4RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDI NG	CC4RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / STRAND	DE.CC4R Reading Standards for Informational Text K-5 I.	

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC4RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ENDURING UNDERSTANDING	CC4RI5.	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.
ENDURING UNDERSTANDING	CC4RI6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC4RI7.	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.
ENDURING UNDERSTANDING	CC4RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
ENDURING UNDERSTANDING	CC4RI9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD / STRAND	DE.CC4RI.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC4RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / STRAND	DE.CC4RF.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC4RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC4RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC4RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC4W4.	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.)
ENDURING UNDERSTANDI NG	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC4W8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	CC4W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC4W9b .	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'').

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	**CC4SL1 .**	**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.**
BENCHMARK	CC4SL1 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.
BENCHMARK	CC4SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC4SL1c .	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.
BENCHMARK	CC4SL1 d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC4SL6.	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.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.
BENCHMARK	CC4L3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L4.	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.
BENCHMARK	CC4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	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).

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD /
STRAND**   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
STRAND**   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

**STANDARD /
STRAND**   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

**STANDARD /
STRAND**   **DE.CC4W Writing Standards K-5**
.

STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDING	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC4W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC4W3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK	CC4W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD /
STRAND**   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD /
STRAND**   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
STRAND**   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

**STANDARD /
STRAND**   **DE.CC4L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	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).

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		**Text Types and Purposes**
ENDURING UNDERSTANDING	**CC4W2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		**Production and Distribution of Writing**
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		**Range of Writing**
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		**Comprehension and Collaboration**
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e.	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W.	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4SL.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC4L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC4L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L. Language Standards K-5	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC4L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

Delaware Standards and Instruction
Language Arts
Grade **4** - Adopted: **2010**

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC4W2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
BENCHMARK	CC4W2a.	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.
BENCHMARK	CC4W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC4W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC4W2e.	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC4W4.	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.)
ENDURING UNDERSTANDING	CC4W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC4W6.	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.

STANDARD / STRAND	DE.CC4W .	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC4W10 .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC4S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC4SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	DE.CC4L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	**CC4L1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
BENCHMARK	CC4L1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
BENCHMARK	CC4L1e.	Form and use prepositional phrases.
BENCHMARK	CC4L1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	**CC4L2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
BENCHMARK	CC4L2a.	Use correct capitalization.
BENCHMARK	CC4L2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	**CC4L3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
BENCHMARK	CC4L3a.	Choose words and phrases to convey ideas precisely.
BENCHMARK	CC4L3b.	Choose punctuation for effect.

STANDARD / STRAND	DE.CC4L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC4L6.	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).