

Main Criteria: Structure and Style for Students

Secondary Criteria: Iowa Student Standards

Subject: Language Arts

Grade: 4

Structure and Style for Students

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

Iowa Student Standards

Language Arts

Grade 4 - Adopted: 2016

STRAND / COURSE IA.RI.4. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE IA.RI.4. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)

STRAND / COURSE IA.RI.4. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)

STRAND / COURSE IA.RI.4. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.4.9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

Iowa Student Standards
Language Arts
 Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
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DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

STRAND / COURSE IA.RF.4. Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.e. Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 3,4)

STRAND / COURSE IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)

DETAILED DESCRIPTOR W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.4.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
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DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 1,2,3)
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STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6) (DOK 3)
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STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION W.4.9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)

DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE IA.L.4. **Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE IA.RL.4. **Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) (DOK 1,2,3)

DETAILED DESCRIPTOR RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)

DETAILED DESCRIPTOR RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 1,2,3)

STRAND / COURSE IA.RL.4. **Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6) (DOK 3)

STRAND / COURSE IA.RL.4. **Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)

STRAND / COURSE IA.RF.4. **Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION W.4.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.3.e. Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)

DETAILED DESCRIPTOR W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)

DETAILED DESCRIPTOR RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)

STRAND / COURSE IA.RI.4. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

STRAND / COURSE IA.RF.4. Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

**Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016**

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 1,2,3)
STRAND / COURSE	IA.RL.4.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6) (DOK 3)
STRAND / COURSE	IA.RL.4.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)
STRAND / COURSE	IA.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)

GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 1,2,3)
STRAND / COURSE	IA.RL.4.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6) (DOK 3)
STRAND / COURSE	IA.RL.4.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)
STRAND / COURSE	IA.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)

GRADE LEVEL EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 1,2,3)

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6) (DOK 3)

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)

STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.4.3) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.4.9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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Iowa Student Standards

Language Arts

Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)

DETAILED DESCRIPTOR W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.4.9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

Iowa Student Standards
Language Arts
 Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
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DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)

STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.4.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
STRAND / COURSE	IA.L.4.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)
STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
STRAND / COURSE	IA.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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**Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016**

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)

DETAILED DESCRIPTOR RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)

STRAND / COURSE IA.RI.4. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

STRAND / COURSE IA.RF.4. Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)

GRADE LEVEL EXPECTATION L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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GRADE LEVEL EXPECTATION L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)

DETAILED DESCRIPTOR RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)

DETAILED DESCRIPTOR RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)

DETAILED DESCRIPTOR W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.4.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 1,2,3)

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (W.4.9) (DOK 2,3)
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GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3) (DOK 1,2,3)

STRAND / COURSE **IA.RL.4. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.4.9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)

GRADE LEVEL EXPECTATION L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6) (DOK 3,4)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9) (DOK 3,4)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)

STRAND / COURSE **IA.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.4.4.a. Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)

DETAILED DESCRIPTOR W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.4.9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)

STRAND / COURSE

IA.L.4. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR

L.4.1.

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

GRADE LEVEL EXPECTATION

L.4.1.d.

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)

GRADE LEVEL EXPECTATION

L.4.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE

IA.L.4. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR

L.4.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION

L.4.2.a.

Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION

L.4.2.d.

Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE

IA.L.4. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR

L.4.3.

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

GRADE LEVEL EXPECTATION

L.4.3.a.

Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION

L.4.3.b.

Choose punctuation for effect. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION

L.4.3.c.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

STRAND / COURSE

IA.L.4. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

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

**Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016**

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)

DETAILED DESCRIPTOR RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)

DETAILED DESCRIPTOR RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)

DETAILED DESCRIPTOR RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6) (DOK 3,4)

STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9) (DOK 3,4)
STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
STRAND / COURSE	IA.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)
STRAND / COURSE	IA.W.4.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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STRAND / COURSE **IA.RI.4. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2) (DOK 2,3)
STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6) (DOK 3,4)
STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)
DETAILED DESCRIPTOR	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9) (DOK 3,4)
STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) (DOK 1,2)
STRAND / COURSE	IA.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding. (RF.4.4) (DOK 1,2)

GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") (W.4.9) (DOK 2,3)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
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GRADE LEVEL EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) (DOK 1,2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 4 Language standards 1 and 3 for specific expectations) (SL.4.6) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)

GRADE LEVEL EXPECTATION L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL	Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases. (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3) (DOK 3,4)

STRAND / COURSE **IA.W.4.** **Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.4.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases. (L.4.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

**Iowa Student Standards
Language Arts
Grade 4 - Adopted: 2016**

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases. (L.4.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.4.2.a. Use correct capitalization. (L.4.2) (DOK 1)

GRADE LEVEL EXPECTATION L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

GRADE LEVEL EXPECTATION L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)

GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 3,4)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.4. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases. (L.4.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
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GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
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GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)
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STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)
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STRAND / COURSE **IA.W.4. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 3,4)

STRAND / COURSE

IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)

STRAND / COURSE

IA.W.4. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 1,2,3,4)

STRAND / COURSE

IA.SL.4. Speaking and Listening Standards

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) (DOK 2,3)

STRAND / COURSE

IA.L.4. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.4.1.e.	Form and use prepositional phrases. (L.4.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.4.2.a.	Use correct capitalization. (L.4.2) (DOK 1)
GRADE LEVEL EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)
GRADE LEVEL EXPECTATION	L.4.3.b.	Choose punctuation for effect. (L.4.3) (DOK 2)

STRAND / COURSE **IA.L.4. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)