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	I
COURSE	

**DETAILED** 

**DESCRIPTOR** 

RI.4.10.

(RI.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)
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

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.

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
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
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
DET AILED DESCRIPT OR	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	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)

**EXPECTATION** 

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		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.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
DET AILED DESCRIPT OR	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 2: WRITING FROM NOTES Week 2 Page 17-22

# lowa Student Standards Language Arts Grade 4 - Adopted: 2016

## STRAND /

## IA.RI.4. Reading Standards for Informational Text

COURSE	IAINI-4.	Reading Standards for informational rext
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 /	IA.RI.4.	Reading Standards for Informational Text

## 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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	<b>W.4.2.</b> W.4.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)
DESCRIPT OR  GRADE LEVEL		Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
GRADE LEVEL EXPECTATION  GRADE LEVEL	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)  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL	W.4.2.a. W.4.2.b.	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)  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  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION	W.4.2.a. W.4.2.b.	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)  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)  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.a. W.4.2.b. W.4.2.d.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)  Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)  Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 3,4)
GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  STRAND / COURSE  ESSENTIAL CONCEPT	W.4.2.a. W.4.2.b. W.4.2.d.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2) (DOK 3,4)  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2) (DOK 3,4)  Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4)  Provide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 3,4)  Writing Standards

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
DET AILED DESCRIPT OR	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 / IA.SL.4. Speaking and Listening Standards COURSE

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		Knowledge of Language
DET AILED DESCRIPT OR	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.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 DESCRIPT OR	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 2: WRITING FROM NOTES Week 3 Page 23-30

# lowa Student Standards Language Arts Grade 4 - Adopted: 2016

STRAND	I
<b>COURSE</b>	

## IA.RL.4. Reading Standards for Literature

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

## GRADE LEVEL EXPECTATION

DESCRIPTOR

DETAILED

RF.4.4.

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

Read with sufficient accuracy and fluency to support comprehension.

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
DET AILED DESCRIPT OR	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

DET AILED DESCRIPT OR	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
DETAILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
		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
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)

IA.RF.4. Reading Standards: Foundational Skills

STRAND / COURSE

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
DET AILED DESCRIPT OR	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
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)
	SL.4.1.c. SL.4.1.d.	the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)
EXPECTATION  GRADE LEVEL	SL.4.1.d.	the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1)
GRADE LEVEL EXPECTATION  STRAND /	SL.4.1.d.	the discussion and link to the remarks of others. (SL.4.1) (DOK 1,2,3)  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 /	IA.SL.4.	Speaking and	l Listening	Standards
COURSE				

**EXPECTATION** 

COURSE		
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
DET AILED DESCRIPT OR	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)
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46
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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 /	IA.RI.4.	Reading Standards for Informational Text

## STRAND COURSE

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
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	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

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)
		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
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  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)  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a
	RL.4.3.	Describe in depth a character cetting 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 te 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 situatio (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 DESCRIPT OR	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

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
DET AILED DESCRIPT OR	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

DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)

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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
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	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
DESCRIPTOR		

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
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
DET AILED DESCRIPT OR	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	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or

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

DESCRIPTOR

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EXPECTATION

speaking.

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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)
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 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

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## 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 DESCRIPT OR	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

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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)

## Iowa Student Standards Language Arts

Grade 4 - Adopted: 2016

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## IA.RI.4. Reading Standards for Informational Text

IA.RF.4. Reading Standards: Foundational Skills

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)

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 /	IA.W.4.	Writing Standards
COURSE		

ESSENTIAL		Research to Build and Present Knowledge
CONCEPT AND/OR SKILL		Research to Build and Fresent Knowledge
DET AILED DESCRIPT OR	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 /	IA.L.4.	Language Standards
COURSE		

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
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
DET AILED DESCRIPT OR	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.4.2.	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
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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)

COURSE	STRAND / COURSE	IA.RI.4.	Reading Standards for Informational Text
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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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 DESCRIPT OR	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 9 Page 71-80

lowa 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
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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	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)
EXPECIATION		(DOK 1,2,3)
STRAND / COURSE	IA.L.4.	(DOK 1,2,3)  Language Standards
STRAND /	IA.L.4.	

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lowa Student Standards
Language Arts
Grade 4 - Adopted: 2016

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

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

COURSE		
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)

## $\begin{array}{ll} {\rm STRAND} \ / & {\rm IA.RI.4.} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & & & \\ \end{array}$

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 DESCRIPT OR	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 DESCRIPT OR	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 DESCRIPT OR	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

DET AILED	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word
DESCRIPTOR	L.4.5.	meanings.
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
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
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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.4.7.	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)

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

DETAILED

DESCRIPTOR

RI.4.8.

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

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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 /	IA.RI.4.	Reading Standards for Informational Text
COLIBEE		

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

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
DET AILED DESCRIPT OR	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)
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
CONCEPT	SL.4.2.	Comprehension and Collaboration  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)
CONCEPT AND/OR SKILL DETAILED	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND /		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)
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT		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)  Language Standards
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DETAILED	IA.L.4.	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)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  GRADE LEVEL	IA.L.4. L.4.1.	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)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  GRADE LEVEL EXPECTATION  GRADE LEVEL	L.4.1.	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)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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)

DET AILED 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)
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#### UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

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Language Arts
Grade 4 - Adopted: 2016

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

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
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)
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
DET AILED 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
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)

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, consequation, and endangered when discussing animal precentation) (1.4.6) (DOK

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Language Standards

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to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK

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

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)
	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) (DOK 2,3)  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)
DESCRIPTOR		Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
DESCRIPTOR  DETAILED  DESCRIPTOR  STRAND /	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)
DESCRIPTOR  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT	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)  Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	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
DET AILED 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 /	10.10/.4	Writing Standards
COURSE	IA.W.4.	
	IA.W.4.	Production and Distribution of Writing
ESSENTIAL CONCEPT	W.4.4.	Production and Distribution of Writing  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)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
ESSENTIAL CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  DETAILED	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)  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
ESSENTIAL CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  DETAILED DESCRIPTOR	W.4.4. W.4.5.	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)  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)  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
ESSENTIAL CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  DETAILED DESCRIPTOR  DETAILED DESCRIPTOR  STRAND /	W.4.4. W.4.5.	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)  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)  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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#### 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 DESCRIPT OR	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.4.6.	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.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
DET AILED DESCRIPT OR	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	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1)  Language Standards
STRAND /		
STRAND / COURSE  ESSENTIAL CONCEPT		Language Standards
STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DETAILED	IA.L.4.	Language Standards  Knowledge of Language
STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DET AILED DESCRIPT OR  GRADE LEVEL	IA.L.4. L.4.3.	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DET AILED DESCRIPT OR  GRADE LEVEL EXPECTATION  GRADE LEVEL	L.4.3.	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2)

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED 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 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

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

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)

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
DET AILED DESCRIPT OR	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
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.4.6.	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.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	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
DESCRIPTOR	L.4.2.	spelling when writing.

GRADE LEVEL L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1) EXPECTATION
STRAND / IA.L.4. Language Standards COURSE
ESSENTIAL Knowledge of Language CONCEPT AND/OR SKILL
DETAILED L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL L.4.3.a. Choose words and phrases to convey ideas precisely. (L.4.3) (DOK 2) EXPECTATION
GRADE LEVEL L.4.3.b. Choose punctuation for effect. (L.4.3) (DOK 2) EXPECTATION
GRADE LEVEL 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 / IA.L.4. Language Standards COURSE
ESSENTIAL Vocabulary Acquisition and Use CONCEPT AND/OR SKILL
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 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) EXPECTATION (DOK 1,2,3)
STRAND / IA.L.4. Language Standards COURSE
ESSENTIAL Vocabulary Acquisition and Use CONCEPT AND/OR SKILL
DETAILED  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 19 Page 161-170

### Iowa Student Standards

Language Arts
Grade 4 - Adopted: 2016

 $\begin{array}{ll} {\rm STRAND}\,I & {\rm IA.RI.4.} & {\rm Reading}\,\,{\rm Standards}\,\,{\rm for}\,\,{\rm Informational}\,\,{\rm Text}\\ {\rm COURSE} & & \end{array}$ 

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 technic 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
DET AILED DESCRIPT OR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL	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 DESCRIPT OR	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.4.6.	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.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 / IA.	L.4. Language	Standards
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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 20 Page 171-176

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

STRAND /

**ESSENTIAL** CONCEPT AND/OR SKILL

COURSE

IA.W.4. Writing Standards

Range of Writing

STRAND / COURSE	IA.W.4.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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
	IA.W.4.	Writing Standards  Production and Distribution of Writing
ESSENTIAL CONCEPT	W.4.4.	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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)

EXPECTATION	L.4.5.D.	Choose punctuation for effect. (E.4.3) (BOK 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
		lowa 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 /	10.10/.4	Writing Standards

GRADE LEVEL

STRAND / COURSE

IA.W.4. Writing Standards

L.4.3.b.

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

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
DET AILED DESCRIPT OR	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)

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## 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 / IA.W.4. Writing Standards COURSE

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
ECCENTIAL		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
CONCEPT	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)
CONCEPT AND/OR SKILL DETAILED	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
CONCEPT AND/OR SKILL  DETAILED  DESCRIPTOR  STRAND /		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)
DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT		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)  Language Standards
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DETAILED	IA.L.4.	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)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  GRADE LEVEL	IA.L.4. L.4.1.	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)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  STRAND / COURSE  ESSENTIAL CONCEPT AND/OR SKILL  DETAILED DESCRIPTOR  GRADE LEVEL EXPECTATION  GRADE LEVEL	L.4.1. L.4.1.d.	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)  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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)

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
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		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
DET AILED DESCRIPT OR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL	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)

 $Develop \ the \ topic \ with \ facts, \ definitions, \ concrete \ details, \ quotations, \ or \ other \ information \ and \ examples \ related \ to \ the$ 

**EXPECTATION** 

GRADE LEVEL

**EXPECTATION** 

W.4.2.b.

topic. (W.4.2) (DOK 3,4)

GRADE LEVEL W.4.2.e. Pro EXPECTATION  STRAND / COURSE	e precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2) (DOK 3,4) ovide a concluding statement or section related to the information or explanation presented. (W.4.2) (DOK 3,4) cing Standards
STRAND / IA.W.4. Write COURSE	
COURSE	ing Standards
ESSENTIAL Pro- CONCEPT AND/OR SKILL	duction and Distribution of Writing
	duce clear and coherent writing in which the development and organization are appropriate to task, purpose, and lience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.4.4) (DOK 3,4)
DESCRIPTOR and	n guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including de 4) (W.4.5) (DOK 1,2,3,4)
DESCRIPTOR well	n some guidance and support from adults, use technology, including the Internet, to produce and publish writing as las to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a imum of one page in a single sitting. (W.4.6) (DOK 1,2)
STRAND / IA.W.4. Writi COURSE	ing Standards
ESSENTIAL Ran CONCEPT AND/OR SKILL	nge of Writing
	te routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a gle sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) (DOK 3,4)
STRAND / IA.SL.4. Spea	aking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL	mprehension and Collaboration
	aphrase portions of a text read aloud or information presented in diverse media and formats, including visually, intitatively, and orally. (SL.4.2) (DOK 2,3)
STRAND / IA.L.4. Lan COURSE	nguage Standards
ESSENTIAL CONCEPT AND/OR SKILL	nventions of Standard English
	monstrate command of the conventions of standard English grammar and usage when writing or eaking.
	der adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small g). (L.4.1) (DOK 1,2)
GRADE LEVEL L.4.1.e. For EXPECTATION	rm 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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
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#### UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

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