

Structure and Style for Students

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

Idaho Content Standards
Language Arts
 Grade 4 - Adopted: 2022

STANDARD / COURSE **4.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
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GLE / BIG IDEA 4.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **4.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	4.RC-NF.6a.	Determine the central ideas of texts and explain how they are supported by key details; summarize texts.
OBJECTIVE	4.RC-NF.6d.	Explain how authors use evidence and reasons to support specific points in texts.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	4.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.3. Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.

STANDARD / COURSE 4.ODC- Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA 4.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.

GLE / BIG IDEA 4.ODC-OC.4. Report orally 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, speaking clearly at an understandable pace.

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

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
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GLE / BIG IDEA 4.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
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OBJECTIVE 4.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE **4.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	4.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	4.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.
GLE / BIG IDEA	4.ODC-OC.4.	Report orally 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, speaking clearly at an understandable pace.

Idaho Content Standards

Language Arts

Grade 4 - Adopted: 2022

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
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GLE / BIG IDEA 4.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-L.	Literature (L)
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GLE / BIG IDEA	4.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-L.5a. Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.

OBJECTIVE 4.RC-L.5b. Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).

OBJECTIVE	4.RC-L.5d.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	4.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	4.W-RW.4.	Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 4.W-HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **4.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA 4.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.

GLE / BIG IDEA 4.ODC-OC.4. Report orally 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, speaking clearly at an understandable pace.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE 4.GC-GU.1c. Order adjectives within sentences according to conventional patterns.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

Idaho Content Standards

Language Arts

Grade 4 - Adopted: 2022

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
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GLE / BIG IDEA 4.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-L.	Literature (L)
GLE / BIG IDEA	4.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE 4.RC-L.5a. Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.

OBJECTIVE	4.RC-L.5b.	Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).
OBJECTIVE	4.RC-L.5d.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	4.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	4.W-RW.4.	Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
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STANDARD / COURSE **4.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	4.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.
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GLE / BIG IDEA	4.ODC-OC.4.	Report orally 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, speaking clearly at an understandable pace.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.3.	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).
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STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
GLE / BIG IDEA	4.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	4.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	4.RC-TE.3.	Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	4.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	4.RC-NF.6a.	Determine the central ideas of texts and explain how they are supported by key details; summarize texts.
OBJECTIVE	4.RC-NF.6d.	Explain how authors use evidence and reasons to support specific points in texts.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:

OBJECTIVE 4.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

STANDARD / COURSE 4.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE 4.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA 4.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.

STANDARD / COURSE 4.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA 4.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE 4.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.3. Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.

GLE / BIG IDEA 4.W-RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA 4.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 4.W-HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **4.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA 4.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.

GLE / BIG IDEA 4.ODC-OC.4. Report orally 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, speaking clearly at an understandable pace.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	4.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	4.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	4.RC-TE.3.	Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	4.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-L.	Literature (L)
GLE / BIG IDEA	4.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	4.RC-L.5a.	Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.
OBJECTIVE	4.RC-L.5b.	Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).
OBJECTIVE	4.RC-L.5d.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:

OBJECTIVE 4.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

STANDARD / COURSE 4.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE 4.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA 4.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.

STANDARD / COURSE 4.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.

GLE / BIG IDEA 4.W-RW.4. Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.

GLE / BIG IDEA 4.W-RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA 4.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE 4.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 4.W-HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **4.ODC- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA 4.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.

GLE / BIG IDEA 4.ODC-OC.4. Report orally 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, speaking clearly at an understandable pace.

STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

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

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE **4.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
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GLE / BIG IDEA 4.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-L.	Literature (L)
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GLE / BIG IDEA	4.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-L.5a. Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.

OBJECTIVE 4.RC-L.5b. Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).

OBJECTIVE 4.RC-L.5d. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
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OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	4.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	4.W-RW.4.	Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 4.W-HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **4.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA 4.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.

GLE / BIG IDEA 4.ODC-OC.4. Report orally 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, speaking clearly at an understandable pace.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

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

Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	4.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	4.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	4.RC-TE.3.	Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	4.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-L.	Literature (L)
GLE / BIG IDEA	4.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	4.RC-L.5a.	Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.
OBJECTIVE	4.RC-L.5b.	Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).
OBJECTIVE	4.RC-L.5d.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:

OBJECTIVE 4.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

STANDARD / COURSE 4.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:

OBJECTIVE 4.VD-WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE 4.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE 4.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA 4.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.

STANDARD / COURSE 4.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.

GLE / BIG IDEA 4.W-RW.4. Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.

GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	4.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.
GLE / BIG IDEA	4.ODC-OC.4.	Report orally 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, speaking clearly at an understandable pace.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.3.	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
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OBJECTIVE 4.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:

OBJECTIVE 4.VD-WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE **4.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA 4.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.3. Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.

GLE / BIG IDEA 4.W-RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA 4.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE 4.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

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

Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022

STANDARD / COURSE 4.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 4.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 4.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	4.RC-TE.3.	Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	4.RC-NF.6a.	Determine the central ideas of texts and explain how they are supported by key details; summarize texts.
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OBJECTIVE	4.RC-NF.6d.	Explain how authors use evidence and reasons to support specific points in texts.
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STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:

OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
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STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:

OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
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STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
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STANDARD / COURSE	4.RS-	Research Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA 4.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE 4.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.3. Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.

GLE / BIG IDEA 4.W-RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA 4.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE 4.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 4.W-HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE 4.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE 4.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

Idaho Content Standards

Language Arts

Grade 4 - Adopted: 2022

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
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OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	4.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 4.W-HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE 4.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 4.GC-GU.1h. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.

STANDARD / COURSE 4.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE 4.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
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OBJECTIVE 4.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
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OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)

GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE 4.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

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

Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022

STANDARD / COURSE 4.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 4.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 4.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE 4.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE	4.RC-NF.6a.	Determine the central ideas of texts and explain how they are supported by key details; summarize texts.
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OBJECTIVE	4.RC-NF.6d.	Explain how authors use evidence and reasons to support specific points in texts.
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STANDARD / COURSE **4.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
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OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
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STANDARD / COURSE **4.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
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OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
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STANDARD / COURSE **4.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
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STANDARD / COURSE **4.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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STANDARD / COURSE **4.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
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GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
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GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.3.	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).
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Idaho Content Standards
Language Arts
 Grade 4 - Adopted: 2022

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
OBJECTIVE	4.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **4.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
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STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
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STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
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STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.3.	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).
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STANDARD / COURSE **4.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	4.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	4.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	4.RC-TE.3.	Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-L.	Literature (L)
GLE / BIG IDEA	4.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	4.RC-L.5a.	Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.
OBJECTIVE	4.RC-L.5b.	Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	4.RC-NF.6a.	Determine the central ideas of texts and explain how they are supported by key details; summarize texts.
OBJECTIVE	4.RC-NF.6d.	Explain how authors use evidence and reasons to support specific points in texts.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:

OBJECTIVE 4.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

STANDARD / COURSE 4.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:

OBJECTIVE 4.VD-WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE 4.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE 4.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA 4.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE 4.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.4. Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.

GLE / BIG IDEA 4.W-RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA	4.W- RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W- HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	4.GC- GU.1c.	Order adjectives within sentences according to conventional patterns.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE	4.GC- M.2c.	Use correct capitalization.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC- M.3.	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).
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STANDARD / COURSE **4.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	4.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	4.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	4.RC-TE.3.	Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.
STANDARD / COURSE	4.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-L.	Literature (L)
GLE / BIG IDEA	4.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	4.RC-L.5a.	Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.
OBJECTIVE	4.RC-L.5b.	Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
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STANDARD / COURSE **4.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	4.W-RW.4.	Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.
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GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
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GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **4.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
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STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
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STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
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STANDARD / COURSE **4.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

OBJECTIVE	4.RC-NF.6e.	Combine information from two texts on the same topic, noting important similarities and differences in focus and the information provided.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	4.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

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

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

OBJECTIVE	4.RC-NF.6e.	Combine information from two texts on the same topic, noting important similarities and differences in focus and the information provided.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	4.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

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

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 4.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 4.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 4.RC-TE.3. Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.

STANDARD / COURSE 4.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	4.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 4.RC-NF.6a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.

OBJECTIVE 4.RC-NF.6d. Explain how authors use evidence and reasons to support specific points in texts.

OBJECTIVE	4.RC-NF.6e.	Combine information from two texts on the same topic, noting important similarities and differences in focus and the information provided.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:
OBJECTIVE	4.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).
STANDARD / COURSE	4.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
STANDARD / COURSE	4.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	4.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	4.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE 4.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
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OBJECTIVE 4.VD-WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE 4.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE 4.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.3. Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.

GLE / BIG IDEA 4.W-RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA 4.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE 4.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 4.GC-GU.1c. Order adjectives within sentences according to conventional patterns.

OBJECTIVE 4.GC-GU.1e. Form and use prepositional phrases.

STANDARD / COURSE 4.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE 4.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022

STANDARD / COURSE 4.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:

OBJECTIVE 4.VD-WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.4.	Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
OBJECTIVE	4.GC-GU.1e.	Form and use prepositional phrases.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	4.GC-M.2c.	Use correct capitalization.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.3.	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

Idaho Content Standards
Language Arts
 Grade 4 - Adopted: 2022

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:
OBJECTIVE	4.VD-WB.2b.	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	4.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
OBJECTIVE	4.GC-GU.1e.	Form and use prepositional phrases.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
STANDARD / COURSE	4.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.3.	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

Idaho Content Standards

Language Arts

Grade 4 - Adopted: 2022

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:

OBJECTIVE 4.VD-WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE **4.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 4.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 4.W-RW.3. Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.

GLE / BIG IDEA 4.W-RW.5. Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.

GLE / BIG IDEA 4.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 4.W-HWK.8. Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 4.GC-GU.1.c. Order adjectives within sentences according to conventional patterns.

OBJECTIVE 4.GC-GU.1e. Form and use prepositional phrases.

STANDARD / COURSE 4.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 4.GC-M.2c. Use correct capitalization.

STANDARD / COURSE 4.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).

UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

**Idaho Content Standards
Language Arts
Grade 4 - Adopted: 2022**

STANDARD / COURSE 4.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-WB.	Word Building (WB)
GLE / BIG IDEA	4.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts:

OBJECTIVE 4.VD-WB.2b. Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).

STANDARD / COURSE 4.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	4.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.
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STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	4.W-RW.3.	Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.
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GLE / BIG IDEA	4.W-RW.5.	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.
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GLE / BIG IDEA	4.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **4.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	4.W-HWK.8.	Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	4.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	4.GC-GU.1c.	Order adjectives within sentences according to conventional patterns.
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OBJECTIVE	4.GC-GU.1e.	Form and use prepositional phrases.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA	4.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
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OBJECTIVE	4.GC-M.2c.	Use correct capitalization.
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STANDARD / COURSE **4.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.GC-M.	Mechanics (M)
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GLE / BIG IDEA 4.GC-M.3. Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).